

**USING AUDIO – VIDEO MEDIA TO IMPROVE SPEAKING SKILL OF
GRADE X VOCATIONAL STUDENTS OF SMK PI AMBARRUKMO 1
SLEMAN IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis

**Presented as Partial Fulfillment of the requirements for the Attainment
of a *Sarjana Pendidikan* Degree of English Education**



By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2014

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ENGLISH LANGUAGE AND LITERATURE PROGRAM

FACULTY OF LANGUAGES AND ARTS

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan dengan mengikuti tata cara etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, hal itu merupakan sepenuhnya tanggung jawab saya.

Yogyakarta, 12 June 2014

The writer,

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MOTTOS

- ✓ **Knowing is not enough: we must apply. Being willing is not enough: we must do. (Leonardo da Vinci)**
- ✓ **Do more than belong: Participate. Do more than care: Help. Do more than believe: Practice. Do more than be fair: Be kind. Do more than forgive: Forget. Do more than dream: Work. (William Arthur Ward)**
- ✓ **We become what we think about. (Earl Nightingale)**
- ✓ **My dreams will match up with my pay. (Feist)**
- ✓ **Life as if you were to die tomorrow. Learn as if you were to live forever. (Mahatma Gandhi)**
- ✓ **Life isn't about getting and having, it's about giving and being. (Kevin Kruse)**

DEDICATIONS

**I dedicated this thesis to my beloved mother and father who
always shows great patience, supports, and loves to me.**

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Finally, I realise that this thesis is still far from being perfect. There were many mistakes made. It is expected that this thesis will be able to give contribution and be useful for the readers especially for those who are interested in the similar study.

Yogyakarta, 12 June 2014

The Writer,

Muhammad Imam Mursyidto

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ABSTRACT

**USING AUDIO – VIDEO MEDIA TO IMPROVE SPEAKING SKILL OF
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by: Muhammad Imam Mursyidto

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The objective of this research was to improve the students' English speaking skill through videos in Class XA of SMK PI Ambarrukmo 1 Sleman in the academic year of 2013/2014.

This research was an action research and conducted collaboratively with the English teacher. The subjects of this research were 23 students in Class XA of SMK PI Ambarrukmo 1 Sleman. The research was conducted in two cycles. The data in this research were in the form of interview transcripts, field notes and students' mean scores. They were obtained by interviewing the English teacher as the collaborator and the students, observing the teaching and learning process, and conducting pre-test and post-test. The instruments of this research were observation sheet, interview guidelines, and speaking scoring rubric. The data were analyzed from field notes, interview transcripts, and students' mean scores. To meet the validity and reliability, the researcher used time and investigator triangulation. In term of validity, the researcher used democratic, catalytic, process, outcomes, and dialogic validity. The procedure of this research followed five steps of action research. Those were reconnaissance, planning, actions and observations, and reflections.

The results of this research showed that the students' speaking skill improved. The improvements were achieved gradually which covered pronunciation, comprehension, fluency, vocabulary, and grammar as well as the students' confidence and participation. The improvements could be seen from the scores of pre-test and post-test. It was 2.3 and 3.6 for grammar, 2.5 and 3.9 for comprehension, 2.1 and 3.2 for fluency, 2.5 and 3.9 for pronunciation, and 2.7 and 3.9 for vocabulary. All implemented actions were successful to improve the students' speaking skill.

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, identification of the problems, limitation of the problem, formulation of the problem, objective of the study, and the significance of the study.

A. Background of the Study

English is an important means of communication, which is used by many countries in this world. It plays an important role as an international language. This is why the Indonesian government chooses English as the first foreign language to be taught in schools. English is introduced as a compulsory subject to be taught from elementary school to university.

Indonesia curriculum has four major skills which have to be taught in English teaching and learning. One of the language skills that must be mastered by any foreign language learners is the ability to speak. Speaking skill is an important skill that they should master when they learn a language. The ability of speaking can measure the success of learning language. Speaking skill should be taught and practiced in the language classroom because it enables the students to communicate in English orally.

English is one of the widely used international languages. English is an international language and the most widespread medium of communication because the number and geographical areas of its speakers are very large. Therefore

technology and scientific advances are mostly communicated in English in almost all countries. Thus, it is not surprising that the teaching of English is carried out in many parts of the world.

The result of teaching English in some of the Junior and Senior High Schools at South-East Asia, especially speaking, is still considered unsatisfactory. The students still have very poor ability to use English for oral communication. Due to the fact, it needs some efforts to improve the students' ability in speaking. One of the improvements of the speaking ability deals with the media reflected in the material and the way of teaching given to the students.

Based on those conditions, the researcher was thinking about how to make the class communicative, attractive, contextual, and finally improving their speaking skill. In fact, the use of various media to support the teaching and learning process of speaking is important. One of the media that can be used is audio and video. Teaching speaking through videos can be very useful for the effective and joyful learning. Audio and video can also give positive effects on the students' interest and motivation in studying English as well as to increase their speaking skill. By using audio videos, the students can derive meaningful contexts for language that is being learned. That is why a collaboration classroom action research with a vocational school teacher to improve speaking skill of the first grade students of SMK PI Ambarukmo 1 Sleman needs to be conducted.

B. Identification of the Problem

In identifying the problems, the researcher did an observation before doing the research. In the observation, some information about the problems in the speaking English teaching and learning process was obtained.

The first problem is related to the teacher. In most of the teaching time, the teacher just focused on delivering the materials and paid less attention to the student interaction. The teacher did not present the materials using media so as to make the teaching learning activities interesting. Consequently, the students could not catch up the materials clearly and the English teaching and learning process did not run effectively.

The second problem related to the students. In general, students had less motivation in learning English. They did not show the interest to take part in the classroom activities. They were passive in the teaching and learning process. The students thought they had nothing to say on a particular topic. If this is the case, they will have no motivation to speak other than the fact that they know they should be participating in the speaking activity. The students also lacked confidence in their speaking ability and felt that they have insufficient language skills to express exactly what they want to say. In reality, they may be bored or feel that the topic is unrelated to anything they know. Some of the students said that they got bored in the English classes and they wanted to have various activities in the class such as songs, videos, or movies to keep their motivation in learning English, especially in speaking.

The last, in the English teaching learning process, media and technique are the factors needed to support the process. Media play an important role in facilitating the teaching learning process. Media can provide students with learning experience. The use of media and of good teaching technique in the English teaching and learning process is so crucial that they determine whether the process can run effectively and efficiently. In fact, this school has a multimedia class but it is rarely used and thus cannot contribute to the process. From those problems, the researcher tries to use the multimedia class and provide the students with teaching media in their learning process.

C. Limitation of the Problems

Based on the background and identification of the problems, it could be seen that there were some elements which determined the success of English teaching learning process. As described before, those elements were the students, the teacher, the facilities and media, and the learning sources. However, it was not possible for the researcher to study all of those elements. Based on the consideration of time, money, and energy, this study focused on improving the students' English speaking skill of the first grade students of SMK PI Ambarukmo 1 Sleman through videos in the academic year of 2013/2014.

D. Formulation of the Problem

The problem of this research can be formulated as follows: "How can videos improve the students' speaking skill of the first grade students of SMK PI Ambarukmo 1 Sleman in the academic year of 2013/2014?"

E. Objective of the Research

In relation to the formulation of the problem, this research is aimed at improving through the speaking skill of the first grade students of SMK PI Ambarukmo 1 Sleman implementing videos in the teaching of speaking.

F. Research Significances

It is expected that this study could give some benefits to the English teaching and learning process in the following ways.

1. The students

Through the use video, they are expected to have good development in speaking skill. By using video, they will feel happy to learn English since they are put in an enjoyable situation.

2. The teachers

It is expected that the research can give inspiration to the teachers of SMK PI Ambarukmo 1 Sleman to make efforts in developing various teaching techniques. It also expected that the teacher will conduct the same research with her colleagues to get some improvements in the teaching learning process since being a self-reflective teacher is important for teacher professionalism development.

3. The principal

It is expected that the principal promotes this research to the teachers and facilitate them to do the research. As a place to gain knowledge and education, school having good facilities that support teaching and learning process is not enough. There

should be efforts to develop teacher professional. School regulator should provide the effort for the sake of students, teacher, and school committee itself.

4. The other researchers

This study is one of the ways in improving students' speaking skill. It is expected that the findings will be used as starting points to conduct another research. There are many others techniques to make teaching and learning process more effective.

5. The English Department

The result of this study will encourage other students of the English Language Education to conduct similar researches. The result can be the material in certain subjects such as English Methodology, English Instructional Technique, etc.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. THEORITICAL REVIEW

1. The Nature of Speaking

Speaking has an important part in human life. People use their speaking skill in order to communicate with others. Speaking is one of four language skills that important to be completed.

In EFL learning, of course, the students are not immersed in an English environment. English is learnt more as a school subject in addition to other subjects in the formal education. As a result, in non-English environment, the students have limited opportunities to practice their English outside their school.

Cameron (2001: 11) says that speaking is the active use of language to express meanings so that other people can make sense of them. To speak in the foreign language in order to share understandings with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely and needs to organize the discourse so that a listener will understand. Speaking is so demanding, requires careful and plentiful support of various types, not just support for understanding, but also support for production.

Harmer (2007) also states that when speakers want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate

stress and intonation patterns and speak in connected speech. They will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies. They will need to be able to survive in typical functional exchanges, too.

2. Teaching Speaking

There are many definitions of speaking that have been proposed by experts in language learning. Brown (2001: 267) states that when someone can speak a language it means that he/she can carry on a conversation. In addition, he states that the standard of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other languages speakers.

Moreover, Richards and Renandya (2002: 204) state that effective oral communication needs the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, nonlinguistic elements such as gestures, expressions, and body language are required in conveying messages directly without any accompanying speech.

Furthermore, as mentioned by Cameron (2001), speaking is the active use of language to express meaning so that other people can make sense of them. A speaker needs to find appropriate words and grammatically correct to convey meaning accurately.

Harmer (2001:46) says that speaking happens when two people are communicating to each other. It is clear that the people have reasons to communicate, may be to say or express something.

Based on some definitions above, it can be concluded that speaking skill is important in communication. Speaking itself can be said as the skill to use the language to express meanings in order to transfer or to get knowledge and information from other people without neglecting language accuracy.

a. Characteristics of Spoken Language

There are two main aspects of speaking according to Nunan (1999). Those are accuracy and fluency. The first is accuracy. It means that the speakers are required to use the correct grammar, vocabulary, and pronunciation. And then, the fluency means that the speakers are required to be able to keep going when speaking spontaneously. However, it does not mean that the speakers need to always speak so fast since sometimes pausing is important to make meaning clear.

In addition, Harmer states that there are four necessary language features for spoken production. Those features can be seen below.

1) Connected speech

In connected speech sounds are modified, omitted, or added. To be able to speak effectively, speakers need to be able to not only produce individual phonemes but also to use fluent connected speech.

2) Expressive devices

Native speakers of English sometimes change the pitch, stress, vary volume, and speed of particular utterances. The use of those devices contributes to the ability to convey meanings.

3) Negotiation Language

We often need to ask for clarification when we are listening to someone else talk.

b. Types of spoken language

It is important to incorporate types of spoken language into a language course, especially in teaching listening and speaking. There are two types of spoken language according to Brown.

1) Monologue

A speaker uses spoken language for any length of time as in speeches, lectures, news broadcast, etc. In monologue, the hearer must process long stretches of speech without interruption and the speaker goes on to speak whether the hearer comprehends or not. The monologue is also divided into two, planned and unplanned monologue. The first, planned monologue, such as speeches and other prewritten materials, shows little redundancy and quite difficult to comprehend. On the other hand, unplanned monologue, such as impromptu lectures reveals more redundancy.

2) Dialogues

Dialogues involve two or more speakers and it can be subdivided into interpersonal (maintain social relationship) and transactional (convey factual information).

c. Micro Skill of Speaking

As proposed by Brown (2001: 271), there are some micro skills in speaking. Those can be seen below.

- 1) Producing chunks of language of different lengths.
- 2) Orally producing differences among the English phonemes and allophonic variants.
- 3) Producing reduced forms of words and phrases.
- 4) Producing fluent speech at different rates of delivery.
- 5) Expressing a particular meaning in different grammatical forms.
- 6) Using cohesive devices in spoken discourse.

d. Criteria of Good Speaking Skill

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have good speaking skill. As proposed by Brown (2001:168), those aspects are pronunciation, fluency, vocabulary, and accuracy.

1) Pronunciation

Based on Longman Dictionary (2000:429), pronunciation is the way a certain sound or sounds is produced. It covers the way for speakers to produce clear language

when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

2) Fluency

As proposed by Harris and Hodges (1995:14), fluency is an ability to speak quickly and automatically.

3) Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary (2002:204). The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.

4) Vocabulary

Based on Longman Dictionary (2002:580), vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

e. Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 348-352) states six classroom speaking activities. Those can be seen below.

1) Acting from script

In acting from script, the students will be very helped if they are given time to practice their dialogues before the performance.

2) Communication games

Games are designed to stimulate communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures.

3) Discussion

Discussion is probably the most commonly used activity in the oral skill class. In discussions the students are allowed to express their opinions.

4) Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

5) Questionnaires

Questionnaires are very useful because they make sure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do, so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires then can be formed as the basis for written work, discussions, or prepared talks.

6) Simulation and Role play

Simulation and role play can be used to encourage oral fluency. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when the teacher teaches expressions. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

f. Types of Speaking Performance

There are six types of classroom speaking performance as described by Brown (2004: 271).

1) Imitative

In this type, for example, learner practices an intonation contour or tries to find a certain vowel sound. This kind of imitation is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive speaking move out one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. It can be self-initiated or as part of pair work activity.

3) Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments. Those replies are usually adequate and do not extend into dialogues.

4) Transactional (dialogue)

It means that the dialogue carries out for the purpose of conveying or exchanging specific information.

5) Interpersonal (dialogue)

The aim of interpersonal dialogue is to maintain social relationships than for the transmission of facts and information.

6) Extensive (monologue)

The students at intermediate to advanced level are suitable to practice extended monologues in the form of oral reports, summaries, or short speeches. Those monologues can be planned or impromptu.

g. Teaching Speaking in Senior High Schools

English has been learnt in any level of education in Indonesia, so has in senior high school. Based on the PP No 19/2005 about the National standard of Education, English is considered as a compulsory subject to be learnt in senior high school. Moreover, English is also included as one of the subject in National examination for senior high school. Thus, English is very important subject to be learnt, not only to prepare the senior high school students to pass the National examination but also to go to higher level of education.

1) The characteristics of senior high school students

Mostly high school students' age is ranging from 15 to 17 years old. As teenagers, some of them think that school is not a priority. The majority of the students in high schools are not worried about learning. They are more concerned about their physical image, popularity and personal life.

In this age, they seem to have low responsibility. Most of high school students visualize high school as the last opportunity to be immature before heading to college. They are also **more impulsive than reflective learners**; young people tend to just learn the information and do not seem too eager to find an explanation to everything. They seem to catch the information in a faster way, but at the same time the information is not always learned correctly.

By those conditions, teachers should work hard to find the best way to make them learn and concern to their study.

However, Spratt et al. (2005: 53) states the characteristics of senior high school students as follows.

- a) The students are able to keep still for longer period
- b) The students focus to the lesson for longer periods
- c) The students learn in more abstract ways
- d) The students usually able to control and plan their own behavior
- e) The students did not so willing to make mistakes or take risks
- f) The students are aware of themselves and/or their actions.

As stated in our curriculum, the purpose of the English subject in senior high schools is to develop communicative competence in spoken and written English. That is why the school graduates are expected to reach the informational level. The learners should be able to access information and knowledge to go to the higher level of study.

The researcher focuses on Standard of Competence and Basic Competence for grade X of Vocational School. The Standard of Competence and the Basic Competency are presented in the table below.

**Table 1 The Standard Competence and the Basic Competence
(Adopted from BSNP, 2006)**

Standard of Competence	Basic Competence
9. Expressing meaning in a transactional and interpersonal dialogue in the context of daily life.	9.1 Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversations in spoken language in the context of daily and involving expressions of thanks, compliments, and congratulations accurately, fluently, and acceptably.
9. Expressing meaning in a transactional and interpersonal dialogue in the context of daily life.	9.2 Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversations in spoken language in the context of daily and involving expressions of surprising, not believing, and accepting invitations accurately, fluently, and acceptably.

3. Media

a. Definition of Media

Teaching is a process of communication. It has to be created through the way of teaching and exchanging the message or information by every teacher and student.

The message can be knowledge, skills, ideas, experiences, and many others. Through the process of communication, the people can receive the message or information. To avoid misunderstanding in the process of communication, media are needed in the process of teaching.

Media also can be said as any devices that help the teacher to make things being learnt and discussed in the classroom clearer. Media intend to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. In the teaching and learning process, media is the teachers' ways to communicate with the students. It does not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry out meaningful learning experiences.

Media have an important role in the teaching and learning process because they are the devices for transferring materials from teachers to students. However, the teachers should select and think carefully about the appropriate media based on the students' needs and the materials.

b. Functions of Media in Teaching and Learning Process

In the teaching and learning process, the use of media makes the learning become more interesting and can create good atmosphere. Furthermore, Smaldino (2007: 12) explains five roles of media in teaching and learning process:

1) Thematic Instruction

It is known as the teachers' ways on organizing their instructions around topics.

2) Portfolios

A portfolio is a collection of students' work that illustrates growth over a period of time. Portfolios often include such artifacts as students-produced illustrated books, videos and computer multimedia projects.

3) Distance Education

The distinguishing characteristic of distance education is the separation of the instructional team and students during learning. As a consequence, the course content must be delivered by instructional media.

4) Instructor-directed learning

A common use of media in an instructional situation is for supplementary support of the "live" instructor in the classroom. Certainly, good media can enhance and promote learning and support teacher-based instruction.

5) Learner-directed learning

Media can be used effectively in formal education where a teacher is not available or is working with other students. Media are often "packaged" for this purpose; objectives are listed, guidance in achieving objectives is given, materials are assembled, and self-evaluation guidelines are provided.

Based on the discussion above, it can be concluded that media play an important role in the English teaching and learning process. Media are not only able to be the teacher's language but also to help adding elements of reality and motivate the students by bringing the slice of real life into the classroom. Besides, media provide clear context, meaning and guidance that can make students enthusiastic in

learning English. It is clearly stated that media are very useful and really needed for the teaching and learning process.

c. Types of Media

There are various kinds of media that can be used in the teaching and learning process. Teachers should know what kind of media which are appropriate to the students in the teaching and learning process.

According to Smaldino (2007), there are six kinds of media: text, audio, visuals, video, manipulative and people. Furthermore, Alessi (2001) mentions that there are five types of media. Those can be seen below.

- 1) Human-based media: teachers, instructors, and tutors
- 2) Print-based media: books, guidelines, workbooks, and handouts
- 3) Visual-based media: books, charts, graphics, maps, transparencies, and slide
- 4) Audiovisual-based media: videos, films, slide-tape programs, and television

However, the researcher chose videos as the media in the teaching and learning process. The use of videos in the teaching and learning process can be more communicative than long explanation or it can supplement the teacher's explanation. Besides, videos can make students motivated and interested in the teaching and learning process. Videos will be discussed in details in the following section.

4. Videos

a. Definition of videos

Richards and Renandya (2002: 364) say that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range

of audio experiences in addition to spoken language. The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus to students' attention to the content, play and replay the video as needed, design or select the tasks, and follow up with suitable post viewing activities.

According to Harmer (2001), a video is not only a great aid to see language-in-use such as comprehension since students are able to see general meanings and moods that are conveyed through expression, gestures, and other visual clues, but also uniquely bridge the cross cultural understanding. They will see how typical British 'body language' is when inviting someone out or how Americans speak to waiters. He also adds that a video has the power of creation. Students are able to create something memorable and enjoyable when the teacher lets the students use video cameras themselves. Finally, students mostly show an increased level of interest when they have a chance to see language in use as well as hear it.

b. Types of Videos

Harmer (2001: 284) states there are three basic types of video which can readily be used in class.

1) Off-air program

Off-air program is a program recorded from a television. It should be engaging for students, and of a sensible length. Teachers have to consider their comprehensibility too. Apart from overall language level, some off- air videos are also extremely difficult for students to understand, especially where particularly

marked accents are used or where there is a high preponderance of slang or a regional vernacular.

2) Real-world video

The teachers should not use separately published videotape material such as feature of films, exercise manuals, wildlife documentaries or comedy provided that there are no copyright restrictions for doing this. Once again, teachers need to make their choice based on how engaging and comprehensible the extract is likely to be.

3) Language learning videos

It means that the videos are prepared to accompany course books. The advantage is that they have been designed with students at a particular level in mind. Those videos are likely to be comprehensible, designed to appeal to students' topic interests and multi-use since they can not only be used for language study but also for a number of other activities as well.

c. The Advantages of using Videos in the teaching and Learning Process

The use of videos in the teaching and learning process has the advantages of presenting abstract ideas in realistic concepts. Besides, students are able to view a performance over and over again for emulation without any risk (e.g. view directly phenomena of eclipse of the sun, volcanic eruption, etc) or they can observe videos of their own performance or feedback and improvement.

Teachers play a key role in the success or failure of any videos used in the language classroom. It is important for teachers to select the videos, relate the videos to students' needs, promote active viewing, and integrate the videos with other areas

of the language curriculum. Videos have advantages of achieving the important goals of motivating students' interest, providing realistic listening practice, stimulating language use, and heightening students' awareness of particular language points or other aspects of communication. They can be improved or destroyed by the way in which the teachers introduce the video and the activities which the students carry out.

According to Alessi (2001: 538), a video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for example, without showing a video. It is hard to show a student the effects of body language on communication using only graphics or still photographs. The movements of athletes or animals are best captured by video. Video here has also been included for motivational reason.

Moreover, Harmer (2001: 284) also states that there are some advantages in using videos in the teaching and learning process:

- 1) Seeing language-in-use, the students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.
- 2) Cross-cultural awareness, which is allowing students a look at situations beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear.
- 3) The power of creation, when students use video cameras themselves they are given the potential to create something memorable and enjoyable.

- 4) Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

It is clear from the explanation above that videos have many advantages. Videos can support the teaching learning process. The students can learn language not only by listening how native speakers pronounce some words but also by observing their facial expressions. They can also learn about culture from other countries what other people in other countries wear, eat, and much more.

d. Criteria in Selecting Videos

There are some criteria in selecting videos as proposed by Stempleski (1992).

- 1) Inspiration, motivation, and interest

A video should give inspiration, motivation, and build students' interest in learning.

- 2) Content

The teacher should make sure that the videos are suitable with the instructional goal and culturally appropriate for the students.

- 3) Clarity of Message

The teacher should make sure that the instructional message is clear to the students. For the teacher, it will be a great attempt to prepare the students to understand what they are going to watch.

4) The pace

The teacher needs to make sure that the pace of the videos should be suitable with the students' proficiency level.

e. The Use of Videos in the Teaching and Learning Process

As stated by Paul (2000: 163), the effective use of video requires knowledge and planning. Video sessions can easily become lessons in which teachers switch the video on. Instead of being fun and useful, they can be motivating, frustrating, or boring for the students. Simply switching the video on and letting, or making the students watch and listen is seldom either useful or enjoyable. However, only a little of all the materials available will be suitable for the students and the teaching purposes. Teachers have to select materials with clear objectives, the students' level and interest in their mind, and get to know it well before using it. There should be a clear purpose for every video that teachers show, for example, modeling communicative interactions in English, working at language forms, developing listening comprehension, or generating discussion.

Moreover, Paul also adds that any videos that accompany course book should be at an appropriate level of difficulty for the students and relevant to the course syllabus. Before using the videos, teachers have to ask themselves about following questions:

- 1) Will the students understand the material?
- 2) Will the students enjoy the material, because it is interesting, humorous or relevant to their needs?

- 3) Do I have some really useful activities with which to exploit the material?
- 4) Is there any alternative way of achieving my teaching objectives more effectively or in less time than with video?

On the other hand, it is not always easy to use the video in the classroom. There are also some problems in using videos in the teaching and learning process. Therefore, the teachers need to be aware of those potential problems so that the use of videos in the class will be successful. Those potential problems proposed by Harmer (2001: 283).

- 1) The 'nothing new' syndrome

The uses of videos are not only switching on the monitor in the classroom and then watching the videos. The teachers should provide activities before viewing, when viewing and after viewing videos to encourage the students to speak so it is not just like watching television at home.

- 2) Poor quality types and disks

In selecting the video, the teacher also should judge the quality of video that will be given to the students whether the video is sufficiently good to attract the students' interest.

- 3) Poor viewing conditions

It is important for the teachers to make sure that the students can see and hear the video. The monitor must be big enough for the students who sit at the back to see the screen clearly

4) Stop and start

When the teachers constantly stop and start the videos, only showing little bits at a time, it will make the students become frustrated. However, sometimes the teachers do that on purpose, prediction. Therefore, the teachers need to think by themselves how many stops and starts can cope with and how much they will want to see the end of sequence.

5) The length of extracts

The teachers should consider the length of the video seriously. Some people think that more than two or three minutes of videos make students to sleep. However, short video sequences between one and four minutes can yield a number of exercises, demonstrate satisfying range of language that are easier to manipulate and can be highly motivating for students.

f. Video Teaching Techniques

According to Harmer (2001: 286), there are some teaching techniques which can be used in the teaching and learning process.

1) Viewing techniques

This technique has purpose for awaken the students' curiosity, through prediction activities. Therefore, when the students finally watch the video sequence in its entirety they will have some expectations about it. This viewing technique is divided into some technique. Those can be seen below.

a) Fast forward

In this technique, the teacher presses the 'play' button and then fast forwards the video so that the sequence shoots pass silently and at great speed. It takes only a few seconds. After that, the teacher can ask students what the extract was all about and whether they can guess what the characters are saying.

b) Silent viewing (for language)

The teacher plays the tape at the normal speed but without the sound. Students have to guess what the characters are saying. When they have done this, the teacher plays the tape with sound so that they can check to see if they guessed correctly.

c) Silent viewing (for music)

This technique is quite similar with silent viewing for language but here the teacher shows a sequence without sound and ask students to say what kind of music they would put behind it and why. When the sequence is shown again with sound, students can judge whether they choose the same mood as the composer.

d) Freeze frame

The teachers can 'freeze' the picture at any stage during a video sequence. It is useful for asking students what they think will happen next or what the character will say next.

e) Partial viewing

The teachers can show only a partial view of the pictures on the screen to provoke the students' curiosity. The teacher can use pieces of card to cover most of the screen, only leaving the edges on view. The teacher can put little squares of paper

all over the screen and remove them one by one so that what is happening is only gradually revealed.

2) Listening (and mixed) techniques

This technique is designed to provoke engagement and expectations too. This listening technique is divided into some techniques too. Those can be seen below.

a) Picture-less listening (language)

The teacher covers the screen, turns the monitor away from the students, or turns the brightness control right down. The students then listen to a dialogue and have to guess such things as where it is taking place and who the speakers are.

b) Picture-less listening (music)

The teacher played the videos but without showed the screen, only playing the music. And then, the students can listen to it and then say based on the mood it appears to convey what kind of scene they think it accompanies and where it is taking place.

c) Picture-less listening (sound effects)

In a scene without dialogue students can listen to the sounds to guess the scene, for example, they hear the lighting of a gas stove, eggs being broken and fried, coffee being poured and the milk and sugar stirred in. After that, they have to tell the story they think they have just heard.

d) Picture or speech

For this technique, the teacher can divide the class in two so that half of the class faces the screen, and half faces away. The students who can see the screen have

to describe what is happening to the students who cannot. This forces them into immediate fluency while the non watching students struggle to understand what is going on, and is an effective way of mixing reception and production in spoken English.

Furthermore, there are also some other techniques in using videos for teaching and learning process as proposed by Paul (2000: 166).

- 1) The most obvious use of video is for listening comprehension.

In this technique, the teachers show a short section of video, put it on pause, and ask questions about what the people said then show another section. Moreover, the teachers also can ask other questions about the scene and what is happening.

- 2) The teachers can ask the students to listen for a specific form of functional expressions, for example, thanking and then the teacher should write some examples of expression thanks on the board and ask the students to listen and watch the videos and get them to raise their hands when they hear one. The teacher also can press the pause button to stop the video after selected forms of functional expressions and ask the students to repeat what the last speaker in the video said. It makes the students listening attentively and focuses on the forms or expressions that teachers have selected.

- 3) The teachers can use the pause button to stop just before speaker in the video says something that teachers want to focus on and ask the students to predict what that speaker is going to say.

In addition, Harmer (2000:286) proposes three steps in integrating videos into classroom instruction effectively. Those are pre-viewing, while- viewing, and post-viewing. From each step, English teacher can choose the most appropriate activities for their students.

1) Pre-viewing

It is done before assigning the students to watch the videos. The students can follow the activities as presented below.

- a) Free writing on the questions about the events.
- b) Predicting events.
- c) Discuss the videos from the title.
- d) Pre-teaching any unusual vocabulary and grammatical points in context.
- e) Practice to pronounce words to develop their aural perception of the words.

2) While-viewing

While viewing the videos, the English teacher can assign the students to:

- a) Watch for relaxation without taking the notes.
- b) Identify general topics.
- c) Make more detail information on the second viewing.
- d) Check information with the students' partner or group.
- e) Focus on detail like signs, notices, building, or vehicles.
- f) Work in pair, for example, student A closes his eyes, while student B watches the videos and then tells what happen in the videos to A.

- g) Listening for general comprehension and specific information.

3) Post-viewing

After finishing watching the videos, the English teacher can ask the students to do the following activities:

- a) Review and answer general comprehension questions.
- b) Describe scenes, people, objects, etc.
- c) Discuss events, body language, or predict the end of the videos.
- d) Predict the outcomes of events.
- e) Viewing and generating appropriate dialogues for the scene.
- f) Practice stress and intonation by asking the students to mark them on the video transcripts and then imitate.
- g) Make a role-play
- h) Watch and summarize a short paragraph of what they have heard.

B. Conceptual Framework

English is an important means of communication, which is used by many countries in this world. It plays an important role as an international language. English, as the foreign language, becomes one of compulsory subjects in Junior High School in Indonesia. One of the language skills that must be mastered by foreign language learners is speaking. Speaking skill is an important skill that they should master when they learn a language. The ability of speaking can measure the success of learning language. There are many factors that might cause speaking difficult

according to the students and teachers. Some of them are related to the students' limited encounter with English spoken language and opportunities in practicing it orally. It becomes a complicated process to the students because they have limited vocabularies and grammar knowledge.

On the other hand, the teacher has responsibility to make the students being interested and motivated in speaking lesson. He has to use the suitable and interesting technique & media to teach in order to make the students enjoy learning English. Media are tools that facilitate the tasks of language learning. One of the media that can be used in the teaching and learning process is video. Video can combine the audio and visual elements that other media cannot do. The students can learn language not only by listening how native speakers pronounce some words but also see the intonation by observing their facial expressions and gestures accompany certain phrases. The students can also learn all the characteristics of natural spoken English language and learn about culture from other countries. These advantages can be maximally used in teaching and learning of speaking to improve the students' speaking skill.

Considering the need of improving the students' speaking skill, I find out that the use of videos in the teaching and learning process can produce any improvements of the students speaking skill as shown in the conceptual framework diagram. Therefore, I intend to conduct action research in SMK PI Ambarrukmo 1 Sleman. I work collaboratively with the English teacher and the tenth grade students of SMK PI

Ambarrukmo 1 Sleman. The collaborative work will be aimed to improve the speaking skill of the tenth grade students at SMK PI Ambarrukmo 1 Sleman.

CHAPTER III

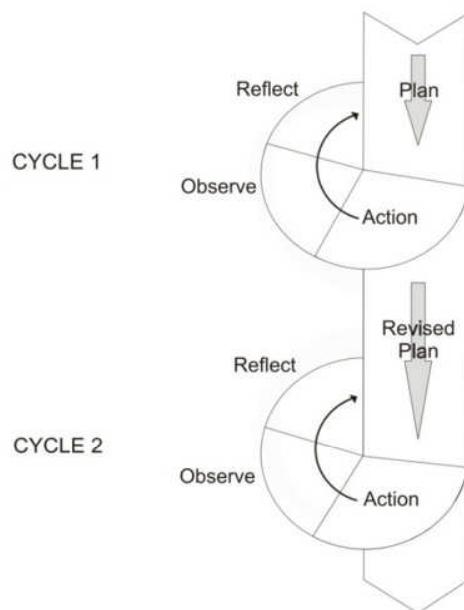
RESEARCH METHODS

This chapter subsequently emphasizes on the research methodology comprising the research design, research setting, research data collection, and research data analysis.

A. Research Design

The research study on using the think-pair-share technique to improve the speaking skill of the first grade students of SMK PI Ambarrukmo 1 Sleman was action research which focused on the efforts to improve the speaking skill. According to Kemmis and McTaggart (1988), the action research was conducted through the process below

Cyclical AR model based on Kemmis and McTaggart (1988)



In this diagram I identified a problem, formulated a possible solution, implemented the action, and reflected on the outcome of the action.

The action research was conducted through four activities; in which each activity consisted of four steps, as follows:

1. Planning

Planning was the first step of the research procedure. This activity covered the problem identification. This was the most important step in conducting action research as by knowing the problems, I and collaborator could find a good solution to solve the problem arose.

2. Acting

After identifying the possible cause of problems faced by the students of SMK PI Ambarrukmo 1 Sleman, i.e. low score of speaking test, the action was decided in advance. The action was aimed to solve the problem.

3. Observing

Observing was the activity of collecting data to supervise to what extent the result of “acting” reach the objective. The data being taken were qualitative and quantitative data. The quantitative data covered the students’ progress (the students’ score) while the qualitative data comprised students’ interest, class management. In short, in this phase, I or collaborator elaborated kinds of data, the procedure of collecting data and instruments (observation, questionnaire, and so forth).

4. Reflecting

Reflecting was the activity of evaluating critically about the progress or change of the students, class, and also the teacher. In this step, I and collaborator could observe whether the “acting” activity had resulted any progress, what progress happened, and also about the positives and negatives, and so on.

In the planning, the writer wanted to improve the students’ speaking skill. I would use the audio-lingual method for improving the students’ achievement in speaking. There would be some steps like a pre-test, the teaching-learning activities, and post-test.

B. Research Setting

The setting of the research was at SMK PI Ambarrukmo 1 Sleman. It is located on Jl. Cendrawasih 125 Mancasan Lor, Condong Catur, Depok, Sleman, Yogyakarta. The reason of choosing this school is considering of the problems occur in that school based on my observation.

C. Participant of the Research

Sometimes, the number of population is too big so it is out of the reach. In this case, the research is conducted to a part of the whole population. This part must have the characteristics that represent the whole population. The participants of the research were students at the first grade students of SMK PI Ambarrukmo 1 Sleman. I choose X A class as the participant of the research randomly because from the information given by the English teacher.

D. Data Collection Techniques

In this research design, the collected data were qualitative in nature. However, there were quantitative data from students' pre-test and post-test mean scores. The qualitative data were obtained by interviewing the English teacher and the students in SMK PI Ambarrukmo 1 Sleman and observing the teaching learning process. The data from the interviews and observation were transferred into interview transcripts and field notes. The quantitative data gained from pre-test and post-test and the students' performances in each meeting of the cycles. The table below shows the detail information on the data, instruments of the research and data collection techniques.

Table 2. The data and data collection techniques

No	Data Collection Techniques	Instruments	Data
1	<ul style="list-style-type: none">- Observation- Interview	<ul style="list-style-type: none">- Observation sheets- Interview guidelines	Qualitative <ul style="list-style-type: none">a. Field notesb. Interview transcripts
2	<ul style="list-style-type: none">- Test	<ul style="list-style-type: none">- Test of Speaking	Quantitative <ul style="list-style-type: none">a. Mean Scores

E. Data Analysis Technique

The data in this research were analyzed through five steps data analysis proposed by Burns (2010). Those were assembling data, coding data, comparing the data, building interpretation, and reporting the outcomes.

First, the data of the research were assembled for rereading the data to get the important points. Then broad patterns of data were created to see what fit together. Second, the data were coded based on the broad patterns which had developed before. The data were refined by coding the data into more specific categories. Third, if the coding was complete then the categories of data from different sets of data were compared to see the similarities or differences between the data. After that, some tables were drawn to set out and show the data. Then, the data interpretations were built. The final stage was reporting the outcomes. It was done by presenting the report of the research study to others.

I followed the data analysis steps above. I collected the results of observation in the form of field notes and reread them. After that, the board patterns were built and compared with other form of data, such as interview transcript, the students' mean scores in pre-test, post-test and the students' mean scores in each meeting. The students' mean score of pre-test and post-test also compared to see the improvements. And then, the results of the students' speaking improvements from pre-test and post-test were compared to the result of the classroom observation. Then, I drawn the tables to show the data. After that I interpreted the data which had been compared or contrasted. The last step was reporting the results.

F. Validity and Reliability

Related to the validity of the data, there were five criteria proposed by Anderson *et al* in Burns (1999: 161) called democratic validity, outcome validity,

process validity, catalytic validity and dialogic validity. They were employed to fulfill the validity of the research.

1. Democratic Validity

This validity was related to the stakeholders' chance to give their personal opinion, ideas, and comments about the implication of this action research. In this research, the democratic validity was fulfilled by having discussion with the member of the research: the English teacher as the collaborator and the students in Class XA of SMK PI Ambarrukmo 1 Sleman of course. During the discussion they were given opportunities to give their ideas, comments, and suggestion toward this research.

2. Outcome Validity

Outcome validity related to the outcome achieved by I. To fulfill this outcome validity, the research should show students' improvements on their speaking skill. The indicators that showed the improvements of the students' English speaking skill were formulated as follow.

- a. The students were willing to answer the teacher's questions in English.
- b. The students were not afraid to speak in English.
- c. The students were confident enough to speak in English.
- d. The students accustomed to Classroom English.
- e. The students participated actively in the classroom activities.

3. Process Validity

In order to gain the process validity, I collected the data by doing observation and taking notes during the research. I noted anything happened in the teaching and

learning process. I fulfilled the process validity by following the four steps in conducting action research proposed by Kemmis and McTaggart. Those were reconnaissance, planning, action and observation, and reflection.

4. Catalytic Validity

It was related to the extent to which I allowed participants to deepen their understanding of the social realities of the context and how they could make change within it.

5. Dialogic Validity

It was a process of peer review that was commonly used in academic research. In this research, there were dialogues with the English teacher and students to determine the next actions, success and weaknesses of the actions.

Furthermore, related to the reliability or trustworthiness of the data, I used time triangulation and investigator triangulation as proposed by Burns (1999:272).

Time triangulation was used in this research since the data were collected over a period of time to identify the factors involved in the change process. I used investigator triangulation in which there was more than one observer in the same research setting to avoid observer bias and provided checks on the reliability of the observations. The English teacher as the collaborator observed the teaching and learning process conducted by the researcher during the study. In this research, the collaborator and I collected the same data about the teaching and learning process on the way I presented the materials, the students' attitude in the classroom, etc. The

results were transferred into field notes. After that, I and English teacher crosschecked the data to see the similarities of the data.

G. The Procedure

To carry out the actions, I used the procedure of action research proposed by Kemmis and McTaggart in Burns (2010). The procedure of this research could be seen below.

1. Reconnaissance

In this step, I found out valuable information concerning the students' speaking skill. I identified the existing problems and obstacles in the English teaching learning process by observing and interviewing the teacher and the students.

2. Planning

After doing the observation and interview in reconnaissance stage, I made some plans to determine feasible actions to be implemented in the field. In planning the actions, I worked together with the English teacher. The plan for this action research was using videos to improve the students' English speaking skill.

3. Action and observation

In this stage, I carried out the actions that had been planned before. The actions implemented in two cycles. All activities in the classroom during the implementation of the actions were recorded and analyzed.

4. Reflection

I made some notes and reviews on the changes during the implementation of the actions. The reflection was carried out to decide whether another cycle was

needed or not. If the actions were successful, I continued to implement the actions to the next cycle. However, if the actions were not successful, the actions were modified or other suitable actions were implemented in the next cycle to solve the existing problems.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter copes with explanation and discussion of the research findings. It consists of three main parts: research procedure and findings, the implementation of the action and discussion, and result of pre-test and post-test on the students' speaking skills.

A. Identification of the field Problems

To give clear understanding on the research process, the description of steps in action research suggested by Kemmis and McTaggart (1988) with some modification is presented as follows:

1. Reconnaissance

The research process began with the formulation of the problems identified in the field. To identify the field problems, I conducted some observations and interview with the English teacher and the students. The observations were conducted in two meetings. The observations were done on 31th October 2013. The field problems occurred during the teaching and learning process could be seen in Table 4.1.

2. Identification of the field problems

From the observation and interview, it could be identified that there were many problems in the process of teaching and learning at class X of SMK PI Ambarrukmo 1 Sleman. The problems were related to both the teacher and the

students. To make it easier to analyze each problem, I presented them in the following table.

Table 4.1: The Field Problems Found During the Teaching and Learning Process

No	Problem Found	Indicators
1.	The students had low motivation to learn and to speak English.	<ol style="list-style-type: none"> 1. Some students did not answer the questions from the teacher. 2. Some students did not do the tasks that were given by the teacher.
2.	The students had difficulty in following the lesson.	<ol style="list-style-type: none"> 1. The teacher explains the materials more than once. 2. The students gave wrong answers when the teacher asked.
3.	The students were shy and afraid to speak in English	<ol style="list-style-type: none"> 1. Some students kept silent when being asked by the teacher. 2. When I asked the students why they kept silent in the speaking TL process, they said that they were shy and afraid of making mistakes.
4.	The students' vocabulary mastery was still low.	<ol style="list-style-type: none"> 1. The students kept silent when being asked by the teacher. 2. Most of the students kept silent when the teacher asked them to give the meaning of some English words.
5.	Some students tended to be noisy in the teaching and learning process.	<ol style="list-style-type: none"> 1. Some students chatted with their friends during the teaching and learning process. 2. Some students walked around their friends' desk.
6.	Some students were not familiar with the classroom English in the English teaching and learning process.	<ol style="list-style-type: none"> 1. The students asked the teacher to translate some classroom English that was used by the teacher. 2. The students asked the teacher to use Indonesian.
7.	The English teaching and learning activities were monotonous.	<ol style="list-style-type: none"> 1. The teacher only asked the students to read some texts, translate some sentences, and do some tasks on the course book or "LKS".
8.	The tasks were not well-organized and	<ol style="list-style-type: none"> 1. The tasks given by the teacher were

	not interesting enough.	only to read some dialogues or texts and to answer the questions provided or questions and answer about some vocabulary and to do the tasks in the “LKS”
9.	The teacher used limited technique in teaching speaking.	1. The teacher did not use various and interesting techniques in the teaching and learning process. 2. The teacher only taught according to the course book.
10.	The classroom management did not run well.	1. The amount of the students in the classroom was too much.
11.	The teacher gave less opportunity to the students to practice English orally.	1. The teacher seldom taught speaking but she focused the teaching on reading and writing. 2. The teacher only used course book and “LKS” in teaching speaking and then asked the students to answer the questions in the course book.
12.	There were limited media in teaching and learning process.	1. The teacher only used course book, “LKS”, and white board without any other media.
13.	The English teaching and learning process was teacher-centered.	1. The teacher often only gave presentation and explanation in front of the classroom without giving more opportunity to the students to do some activities.

Table 4.2: The Students’ Pre-test Mean Scores

Indicators	Mean scores
Grammar	2.3
Vocabulary	2.7
Comprehension	2.5
Fluency	2.1
Pronunciation	2.5

From the identified problem above, then I decided some crucial problems that were feasible and manageable to solve as follows:

Table 4.3: The Feasible Field Problems to be Solved

No	Problem Found	Indicators
1.	The students had low motivation to learn and to speak English.	<ol style="list-style-type: none"> 1. Some students did not answer the questions from the teacher. 2. Some students did not do the tasks that were given by the teacher.
2.	The students had difficulty in following the lesson.	<ol style="list-style-type: none"> 1. The teacher explained the materials more than once. 2. The students gave wrong answers when the teacher asked then questions.
3.	The students were shy and afraid to speak in English.	<ol style="list-style-type: none"> 1. Some students kept silent when being asked by the teacher. 2. When I asked the students why they kept silent in the speaking TL process, they said that they were shy and afraid of making mistakes.
4.	The students' vocabulary mastery was still low.	<ol style="list-style-type: none"> 1. The students asked the teacher to translate some English words. 2. Most of the students kept silent when the teacher asked them to give the meaning of some English words.
5.	Some students tended to be noisy in the teaching and learning process.	<ol style="list-style-type: none"> 1. Some students chatted with their friends during the teaching and learning process. 2. Some students walked around their friends' desk.
6.	Some students were not familiar with the classroom English in the English teaching and learning process.	<ol style="list-style-type: none"> 1. The students asked the teacher to translate some classroom English that was used by the teacher. 2. The students asked the teacher to use Indonesian.
7.	The English teaching and learning activities were monotonous.	The teacher only asked the students to read some texts, translate some sentences, and do some tasks on the course book or "LKS".

3. Research Problems

After finding the field problems, I and the English teacher had further discussions to figure out the manageable problems to be solved. The problems were related to the students' speaking skill and the practice of English teaching-learning. The students of Grade X had a low speaking ability. This could be seen from the lack of confidence that made them reluctant and shy when they were asked to express their ideas in English in front of the class. Moreover, they did not actively participate in the speaking teaching and learning process. Also, they often mispronounced the English words when they were asked to speak in English. On the other hand, the teaching and learning activities done by the English teacher were not communicative and tended to be too teacher-centered. The teacher often employed reading and writing activities and seldom conducted speaking activities so that the students had less opportunity to practice their English orally. Besides, the students' involvement in the teaching and learning process was low. Those problems hindered the English teaching and learning process from running effectively and successfully so that I needed to solve them.

4. Determining the actions to solve the field problems

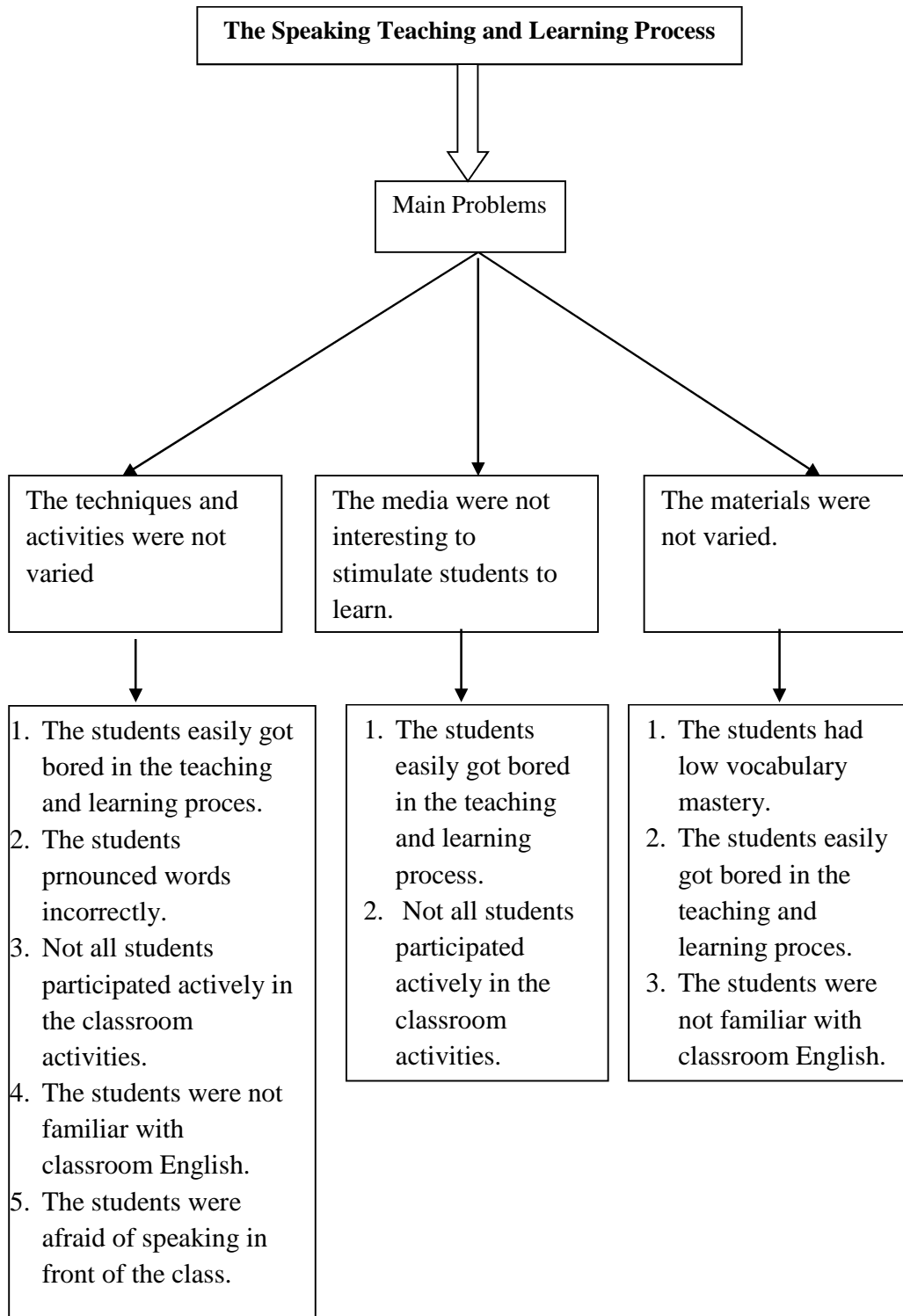
After I and English teacher identified the most important problems that needed to be solved, they discussed the points of those problems again. After discussing the problems, I and the English teacher agreed that those problems were related to the learning of speaking. Then, I and the English teacher tried to look for the appropriate ways to improve the students' speaking ability.

At that time, I proposed the audio and video media to be used in the actions and the English teacher agreed with it. After that, I and English teacher decided to use the media in the speaking activity and they thought that the activity was new for the students and the students were expected to like it.

This research also focused on the observation in the first meeting of the action and took a look at the pre-test result and the questionnaires distributed in the first meeting before I went further to talk about the problems. From the observation and pre-test I noted that the students often made mistakes in pronouncing some words. They also did not perform correct intonation. Besides, they were less active and still nervous when they were asked to speak before the class. However, most students were still unfamiliar with the use of English as a medium of instruction.

From the questionnaires I found that some students suggested me not to speak in English for the whole time during the class because they were not familiar with that. They also suggested me to teach more slowly and use interesting activities in teaching so that the lesson would be more enjoyable. They suggested me to speak loudly, so they could listen better when I explained the material. They prefer the teacher to apply various activities to the stressing and monotonous activities to avoid boredom in learning speaking. Knowing their expectations to the English teaching and learning process helped I in designing activities which the students would enjoy much.

Figure 2. The schema of the main field problems



After determining the field problems to be solved and designing the actions, I designed a course grid that could be seen on the Appendices. As stated above, the actions in this research focused on improving the students' English speaking skill through videos as media to give an appropriate speaking model to the students. The actions designed were expected to create the following situations.

- a. Students could actively participate in the classroom activities.
- b. Students could be more confident in speaking English.
- c. The students could improve their vocabulary mastery.
- d. Students could communicate fluently and accurately in English.

5. Action Plans

I tried to solve the field problems by using some steps. The first step was writing a course grid. The course grid consists of the basic competency, example of language, key vocabulary, media, and indicators. The basic competency for the cycle I was conversation to invite someone, to decline the invitation, and to accept the invitation. The cycle I conducted in two meetings. The basic competency for the cycle II was about descriptive text. The cycle II was conducted in two meetings. The media consisted of dialog transcript, course book, the teacher's explanation, and handouts. The audio and video media related to the activities do in every meeting. I used audio and video media in every meeting to improve the students' speaking skill. The activities in every meeting were different. The indicators consist of the aim of using audio and video media to improve students speaking skill. The second step was writing lesson plans for every meeting. There are three lesson plans in this research

because I entered the class to do the activities in four meetings. There were two meetings in cycle I and two meetings in cycle II. The lesson plans were made according to the course grid made before.

Table 4.4: The Teaching and Learning Scenario in Cycle 1

Teaching and Learning Scenario	
Teacher's Activities	Students' Activities
Opening <ul style="list-style-type: none"> • Teacher greets the students. • Teacher asks whether the students are ready for the lesson or not. • Teacher and students have a prayer. • Teacher checks students' attendance and conditions. • Teacher asks question related to the today's lesson. • Teacher states the topic of the lesson. • Teacher states the learning objectives. 	<ul style="list-style-type: none"> • Students greet the teacher. • Students answer the teacher's questions. • Students have a prayer with the teacher. • Students answer the teacher questions. • Students answer the teacher questions. • Students guess the topic of the lesson. • Students pay attention to the learning objectives.
Main Activities <ol style="list-style-type: none"> 1. Presentation <ul style="list-style-type: none"> - The teacher gives the handouts. - The teacher asks the students to find the Indonesian equivalents of some words in the table. - Teacher discusses the answer with the students. - Teacher plays videos and asks questions to the students. - Teacher asks the students to identify the expressions used in the videos. - Teacher shows the other expressions. - Teacher pronounces the expressions. 2. Practice 	<ul style="list-style-type: none"> - Students get the handouts. - Students do the exercises. - Students discuss the answers with the teacher. - Students identify the expressions. - Students study other expressions. - Students repeat the teacher. - Students work in pair. - Students do the exercises. - Students discuss the answer with

<ul style="list-style-type: none"> - Teacher asks the students to work in pair. - Teacher asks the students to do the exercises in the handout. - Teacher and students discuss the answer. - Teacher asks the students to act the dialogues out. <p>3. Production</p> <ul style="list-style-type: none"> - Teacher gives situation cards to the students. - The teacher explains the rules of the games. - Teacher monitors students' activities during the games. - Teacher gives feedback to the students' performances. 	<p>the teacher.</p> <ul style="list-style-type: none"> - Students act the dialogue out. <ul style="list-style-type: none"> - Students get the situation cards. - Students listen to the rules of the games. - Students play the games. - Students listen to the feedback.
<p>Closing</p> <ul style="list-style-type: none"> • Teacher summarizes the lesson. • Teacher has a reflection. • Teacher states the upcoming materials. • Teacher close the lesson 	<ul style="list-style-type: none"> • Students summarize the lesson. • Students have a reflection. • Students listen to the upcoming materials. • Students respond the teacher leave taking.

B. The Implementation of the Actions and Discussions

1. The Implementation of Cycle I

a. Plans of Cycle I

In this planning session, I determined the form of the pre-test and the audio and video media technique which would be applied in Cycle I. Then, I designed the assessment instruments; the lesson plans and the materials. After that, I and the collaborator discussed the lesson plans and the materials by reviewing whether they suited the syllabus. The pre-test designed was in the form of performing a simple dialogue. The students were required to perform their dialogue in pairs in front of the

class, while I and the collaborator recorded their performance by using rating scales modified previously. The pre-test was aimed at gathering information on the students' current speaking proficiency.

Moreover, the English teacher and I decided to apply a video teaching technique called Listening comprehension technique. In this type of video teaching technique, students watched the videos to comprehend and to get as much information as possible based on what they had seen. In this Listening comprehension technique, the videos played in normal speed and normal sound. In this cycle, the videos were used as the media to give an appropriate speaking model of the language functions. Thus, the students knew how to express certain expressions in a certain situation. The students watched the videos and tried to identify the language functions presented in the videos.

The actions enabled the students to improve the students' motivations to learn and to speak in English and to improve their speaking skill. Regarding the problems identified above, I and the collaborator planned some actions as efforts to solve the problems. These were described as follows:

1. Using classroom English

In the action, I acted as the teacher in the class. I planned to use classroom English in the teaching learning process in order to make the students familiar with the English words. I also gave every students opportunity to speak using English during the teaching learning process. The classroom English was used in several functions such as to greet the students in the beginning of the lesson, to explain the

materials, to give the instruction of the tasks or activities, to give feedback, and also to end the lesson. Based on the observation, the students said that they did not understand when I spoke English. Therefore, during this cycle, I planned to translate the difficult words, so they could understand the English words.

2. Improving students' motivation and involvement

Audio and video media was used to attract the students' in English learning process. They would be motivated in learning speaking using this media. These activities involved the students to work in pairs and in groups to discussed the video. Through this activity, the students' speaking competence could be built because in this activity they had to communicate with their partner to find out the information that they needed.

3. Improving students' self-confidence through a small group activity

A small group activity was planned to improve the students' self confidence in learning speaking. The students were asked to perform a dialog in front of the class in pairs. The students were expected not to be shy and afraid of speaking in front of the class.

b. Action and Observation in Cycle 1

The pre-test was carried out on Tuesday, September 10th 2013. The implementation of the actions in Cycle I was conducted in two meetings. The first meeting was conducted on Wednesday, September 18th 2013 and the second meeting was conducted on Thursday, September 19th 2013.

Based on the English teacher's explanation, the students had already learned all the materials from the course book. Therefore, the English teacher suggested I to use the materials they had already learned. One theme could be reviewed in two meetings. The theme for Cycle I was "Invitation". I implemented the action, while the English teacher as collaborator sometimes took notes at the back of the class and also observed the English teaching and learning process.

In the first meeting, when the pre-test was held, I applied performance assessment approach to gather the data about the students' speaking skills. The components being assessed were fluency, accuracy, pronunciation, and vocabulary. Fluency includes the students' ability to speak with a good but not necessarily perfect. Accuracy includes the accurateness and appropriateness use of syntactic form. Pronunciation includes the students; spelling. Vocabulary is related with the appropriate use of vocabulary and the choice of words. These communication skills cannot be ignored when the speakers intend to improve their speaking skills.

Besides, the students' speaking skills were assessed based on what he performed and what the assessors observed. The assessors were I and the teacher who assessed different students by using the same assessment instruments, which were speaking rating scales, assessment rubric and assessment criteria. The rating scales were completed during the student's performance to minimize the time elapsed between the performance and its records so that the assessment result would be more accurate.

Related to the efforts which were implemented in this cycle, the following discussions are presented:

1. Using classroom English

The classroom English was used to familiarize the students with English in the classroom. The students were greeted at beginning and the end of the class. For example, “Who is absent today?” was used when the teacher checked the students’ attendance, and also “See you next meeting” was used for leave taking. Most of the students could respond to those expressions well and correctly. To maintain the students’ motivation to learn and to speak, those expressions were repeated twice until all the students answered them well. Besides, the students were asked to say “May I wash my hands?” when they wanted to go to the bathroom. In the first time they could not say it. I also used other expressions in the teaching and learning process, such as “Sit down please!,” “Do not make a noise”, “Please work in pair”, “Look at the blackboard”, “Close the door, please” etc. In the first meeting, the students did not know what they had to do. I often translated the expressions into Indonesian. Here is an example of the use of the classroom English.

I asked “Hi, guys ... How are you?” some of the students just kept silent, and some of the students answered “Hello, I’m fine. And you?”

(Field note 2, Tuesday, September 10th, 2013)

I asked “Who is absent today?” some of the students just kept silent, and some of the students answered “*Nihil Pak*”. Nobody Sir.

(Field note 2, Tuesday, September 10th, 2013)

Based on the open-ended questionnaire 95% or 21 students stated that this audio and video media could improve their classroom English. They said that this audio and video media made them understand how to speak in English correctly.

Question 15 : *Menurut mas Luqman, apakah media Audio and Video yang digunakan peneliti di kelas efektif untuk meningkatkan kemampuan berbicara dalam Bahasa Inggris Anda?*

(Do you think that the use of Audio and Video media can improve your speaking ability effectively?)

S1 : *ya, tentu saja. Kita kan jadi tau bagaimana cara bicara yang benar dalam bahasa inggris.*

(Yes, of course. Now, we understand how to speak in English correctly)

S2 : *iya. Membantu sekali.*

(Yes, it helps so much)

S3 : *sangat ya. aku jadi bisa bicara ini itu.*

(Yes, it is very useful. I can speak longer sentences now)

S4 : *membantu banget, biasanya ga pernah sampai bisa kaya gini tapi sekarang jadi bisa.*

(It helps so much. Usually I can't speak English well, but I can understand now)

(Interview Transcript 5. 2nd meeting)

2. Improving students' motivation and involvement through the audio - video media.

To improve students' motivation and involvement, I asked the students to have a discussion with their partner after the video session. Audio and video media was implemented in every action of the cycles. Audio and video media were also implemented in almost every activity in the lesson. The first cycle was conducted on Tuesday, September 17th, 2013. The theme was about invitation. In this meeting, the teacher focused on inviting, declining, and accepting an invitation. Before explaining the materials, I asked the students about their experiences in inviting and their friends.

Only three students answered my question, the other students were only silent. I called some of the quiet students to give their ideas, but some of them were still quiet and only smiled. Then, I asked the students to be more active because he would give rewards to the most active students in the end of the lesson.

After having the warming up, I explained the materials of inviting, declining and accepting an invitation. After that, I and one of the students performed a dialogue in front of the class as an example for the students. It made them become more enthusiastic in joining the lesson. After explaining and giving an example, I asked the students whether they would ask some questions about the materials explained, but only one student asked the question. It seemed that most of the students were still passive in joining the teaching and learning process.

After explaining the materials, I gave the students the dialogue transcripts to perform in front of class. The students had time to think around 10 minutes, after that they worked in pairs with their friend and shared their dialogue. Because the students had to talk with their partner, they became more active. They were not really shy anymore because they interacted with only one person. But when the students had to perform the dialogue in front of the class, most of the students still seemed reluctant to speak. They just read the dialogue all the time without appreciating the dialogue. In the end of the meeting I gave the summary about what they had learned on that day. Here is the interview transcript about the students' activity.

R : *Bagaimana dialognya? Mudah kan?*
(**How is the dialogue? Is that easy?**)

S : *Susah Mas... nanti pas maju, kertasnya boleh dibawa to?*

- (It is so difficult, Sir,. When I perform it, could I bring this paper?)**
R : *Ya, tapi nggak semua dibaca lho, harus dihafalkan, tadi kan sudah diberi contoh.*
(Yes, but you are not allowed to read it all, you should memorize it, I already gave you an example, right?)
S1 : *Iya Mas ini lagi nyoba ngafalin*
(Yes Sir, i'm trying to memorize this)
I asked another student that seemed the most active from the beginning.
R : *Bagaimana dengan Luqman? Mudah kan dialognya?*
(How about you, Luqman? Is the dialogue easy?)
S2 : *Lumayan Mas... tapi aku ga bisa ngafalin.*
(it's OK Sir, but I can't memorize the text)
R : *Nggak apa-apa, coba dihafalkan dulu saja.*
(No problem, you have to try to memorize it first)

(Interview Transcript 5. 2nd meeting)

The second meeting was conducted on September 18th, 2013. The theme was still about Invitation. In this meeting, I focused on how to accept and decline an invitation. I discussed the previous materials before starting the lesson to make sure that all of the students understood the previous material.

Before explaining the materials, the teacher showed a video to the students and asked the students about their experiences in inviting someone. Some of the students mentioned them enthusiastically. I then explained how to invite someone. I also gave the example about how to read the sentences. Some students were willing to ask some questions about the materials when I finished my explanation.

After explaining all the materials, I gave the tasks to the students. In this meeting, I gave the students hand out. One student got one handout. The handout contained a situation and some vocabularies about invitation, especially accepting and declining an invitation. The students had to fill the expression in the dialogue and

then make a simple dialogue according to the situation. I allowed the students to ask something that they did not understand.

After they finished their work, they had to perform the dialogue in front of the class. They were not allowed to bring their paper. The students became more active in joining the lesson because they wanted to get the reward like their active friends who had already got it in the previous meeting. Some of the quiet students also started to speak. It was because they had seen video with native English.

I also observed how the students participated and spoke in English. The students were able to work with their classmates without any problem. The students seemed to be more motivated in learning and they also involved themselves more in the learning process. I also invited some students to be interviewed after the lesson with audio and video was played. Here is an excerpt from the interview:

R : *Permisi, mau tanya-tanya sebentar, boleh ya? Menurut kalian bagaimana pelajarannya tadi?*

(Excuse me, I want to ask you, may I? In your opinion, how is the lesson today?)

S : *Lumayan asyik mas pelajarannya. Aku jadi cepat paham sama materinya.*

(It is quite fun, I quickly understand the material)

R : *Kok bisa? Kok bisa cepet paham?*

(How come? What do you mean by quickly understand?)

S : *Ya kan pakai video tadi, jadi menyenangkan. Gak ngebosenin.*

(I think it is fun, because you use the video, so that the speaking activity is not boring)

(Interview Transcript 5. 2nd meeting)

From the interview transcript above, the student felt that the teaching learning process was more fun and enjoyable so that it was easy for them to

memorize words faster although not really fast because the teaching-learning process was not stressful. I added that their friends improved their speaking skills because the teaching-learning process was more fun and enjoyable than usual. They felt that the audio and video media could improve their ability in practicing speaking. They also enjoyed their performance. They really learned English with I because learning with I was fun and easy. It motivated the students to study. The students said that they were really motivated in learning speaking by using the audio and video, so that they did not get bored as they did in the previous. They also asked I to teach in their class again.

R : *Gimana videonya tadi?*

(How about the video?)

S : *Lumayan asyik mas. Kita langsung bisa menerapkannya di depan kelas.*

(That was interesting Sir, we can apply it in front of the class.)

R : *Jadi berani?*

(Are you brave?)

S : *Iya mas khan mau gak mau kita tetep harus maju. Asyik mas kalau ada video gitu.*

(Yes, we should perform in front of the class. It was very interesting to use the think-pair-share in learning speaking.)

(Interview Transcript 5. 2nd meeting)

1. Improving students' self-confidence through pair activity

Pair activity enabled them to speak more than they did in the whole-class activity. Moreover, in this activity they could assess their classmates' speaking. The students' self-confidence was built in this pair activity.

I asked each student in every pair to perform their discussion result that they made in front of the class, and then the teacher gave some questions about what the group performed. They were enthusiastic about this activity

- R : *Siang, bisa ganggu sebentar?*
(Excuse me, do you have time for me?)
- S : Ya mas
(Yes, certainly)
- R : *Gini, menurut kamu, gimana aktifitas tadi?*
(What do you think about the activity?)
- S : *Wah asyik mas.*
(It is fun)
- R : *Asyik gimana?*
(Why?)
- S : *Soalnya videonya sangat membantu dan pas maju di depan kelas seru jadi bisa saingan ma kelompok yang lain.*
(Because, the video really helps us and when we perform in front of the class was fun and we can do it competitively.)
- R : *Tapi tadi ngrasa PD gak pas diminta maju?*
(Do you feel confident?)
- S : *Pertamanya nggak mas, tapi lama-lama jadi PD kok.*
(At first, I did not feel confident. After that I was confident during this activity)

(Interview Transcript 5. 2nd meeting)

When there was an active student in the teaching and learning process and followed the audio-video media well, I gave a point to them in form of number that could be used for increasing their lesson mark. I asked the students to give applause for the student that wanted to be a volunteer to perform first.

- R : *Menurut Ibu, setelah saya menggunakan audio - video media, classroom English dan reward, apakah ada perkembangan pada speaking skill anak?*
(In your opinion, after I implemented the audio-video media, classroom English and giving rewards, is there any improvement in the students' speaking skill?)

- ET : *Sudah sangat terlihat mas. Dari awal menggunakan video siswa langsung tertarik dan semua perhatian siswa langsung tertuju ke video itu dan memberikan motivasi lebih kepada siswa untuk belajar.*
(It was very good. The audio - video could attracted and motivated the students to study)
- R : *Ya bu, itu berarti classroom Englishnya sudah lumayan sukses.*
(Yes mom, it means that the classroom English is successful enough.)

(Interview Transcript 5. 2nd meeting)

In summary, from the goal of improving students' speaking skill through the audio and video media, there were some corrections needed in some points, such as vocabulary mastery, and pronunciation. Some students seemed to still have difficulties in these points. In each meeting after closing, I gave reviews to check the students' vocabulary. The students were chosen randomly to hold the interview. In the second meeting, there was improvement in students' vocabulary mastery but some of them still had difficulties in the pronunciation.

- R : *Sekarang saya mau tanya sama kalian. Apa sih yang paling sulit saat belajar menggunakan media audio-video tadi?*
(Now, I will ask to all of you. What are the difficulties in the learning using audio - video media?)
- S1 : *Susah dengarnya. Salah terus.*
(It is difficult to listen the text. I always make a mistake.)
- R : *OK, kalo kamu Yoga?*
(OK, what about Yoga?)
- S2 : *Iya mas, sama. Apalagi baca kata-kata yang susah.*
(Yes Sir, the same as Nita. I get difficulties when I listen the difficult words.)
- S3 : *Kata-katanya banyak yang nggak tahu cara bacanya, aneh sih..tulisan sama bacanya beda.*
(I find it difficult to read many words, that are so strange. The spelling and pronunciation are different.)

(Interview Transcript 6. 3rd meeting)

The cycle could improve the condition of the English teaching and learning process in SMK PI Ambarrukmo 1, Sleman. The English teaching and learning process had become more interesting. The students did not easily get bored.

c. Reflection of Cycle 1

After implementing the action, I and the collaborator reflected on the action that had been done in order to evaluate the action. The implementation of the actions in Cycle I was not performed without any obstruction. Therefore, the researcher and the collaborator had a discussion to make some reflections after the implementation of the actions. It was conducted to meet the democratic validity and the dialogic validity as mentioned in the previous chapter. The collaborators and I analyzed the data from the observations and the interview transcripts to evaluate the actions.

In this first cycle, the use of videos made some improvements. The first improvements laid on students' participation. The students became more active in participating in the classroom activities. Some of the students volunteered themselves to answer the researcher's questions and to perform in front of the class.

Moreover, the English teacher as the collaborator also said that the students' participation was increase. They participated actively in the classroom activities. It can be seen from the following interview transcripts.

R :*Terimakasih Bu, menurut Ibu bagaimana kemampuan berbicara siswa di siklus pertama ini?*

(Thanks Mom. What do you think about their English speaking skill in this cycle?)

T :*Ya lumayan ada perkembangan ya mas, itu yang duduk di belakang siapa itu Yoga dan Luqman sudah mulai mau ikut berpartisipasi ya kalau pakai games, mereka mau maju dengan percaya diri. Siswa yang lain juga kelihatan senang dan antusias. Mereka sudah mulai mau maju ya sebagian besar.*
(It is good. Of course there was improvement. The students who sit in the back row, Yoga and Luqman, right? They participate in the games and perform in front of the class confidently. The other students look happy and enthusiastic with the lesson. Most of them participated actively in performing their works in front of the class.)

(Interview Transcript 6. 3rd meeting)

1. Using classroom English

The first meeting gave a good starting point for this research. The students welcomed I and the English teacher and they listened to I. In this meeting, it was assumed that the students knew what to do during the lesson and that they understood what was expected by I and the teacher in the next meetings. Using classroom English during the teaching process could motivate the students to speak English. Moreover, it could increase the students' opportunities to speak English in the class during the teaching and learning process. The students would be familiar with the English words.

2. Improving students' motivation and involvement through audio and video media

Students' courage in speaking English is sometimes hidden by their reluctance in speaking English largely due to their inability in understanding the English vocabularies. Video as authentic material provides a list of vocabularies that students can acquire. After using audio and video media students seemed to have more various vocabularies particularly related to material given.

Table 4.5: The Students' Mean Score in Cycle 1

Indicators	Mean scores
Grammar	2.5
Vocabulary	2.8
Comprehensions	2.7
Fluency	2.3
Pronunciation	2.8

2. Findings of Cycle I

Based on what I had planned, acted, observed and reflected in Cycle I, I came to the following findings. Using classroom English was successful in improving the teaching of English speaking skills practices and made them more familiar with the English words. As planned in the beginning of the action, in this first cycle, I sometimes used Indonesian translation in explaining some difficult aspects, such as the materials and the instructions. Using Indonesian translation in Cycle I helped the students who got difficulties in understanding the explanation when the teacher spoke English all the time.

In addition, the implementation of the audio and video media was generally successful in improving the teaching of English speaking skills practices and student's involvement. Audio and video media as authentic material provides a list of vocabularies that students can acquire. Vocabularies gained from video are presented in context. While learning the language, the students could get the visual context provided by the pictures in the video which portray the situation, environment, gesture, and other visual clue which can help students to understand the message.

Based on the interviews held after the action, those indicated that they were very enthusiastic about this activity.

Table 4.6: Findings of the First Cycle

Successful Actions	Obstructions
<ul style="list-style-type: none"> • The goal of using videos as media to give an appropriate speaking model was successfully achieved. The students interested in learning through videos during the lessons. They could understand the expressions used in the videos easily and used them in the real context. The students also became more enthusiastic and actively participated in the classroom activities. • The students pronounced words related to the topics correctly. • The students learned vocabularies used in the videos easily • The students could comprehend the content of the videos. • Some students volunteered themselves to answer questions orally and to perform in front of the class. 	<ul style="list-style-type: none"> • There was a technical problem dealing with the speaker, so that some students could not hear the sound clearly. • Some students still needed more speaking practice to make them speak confidently and fluently. • Most students found it difficult to produce grammatical utterances

3. The Implementation of Cycle II

a. Plans of Cycle II

Based on the evaluation and recommendation for Cycle I, I and the English Teacher planned some efforts as actions to solve the problems that were still found in improving the teaching of English speaking skills practices. Based on the result of the discussion with the English Teacher, the actions conducted in cycle 1 were sustained

to be used in the cycle 2 with some modifications and improvements. However, to overcome the problems related to the fluency, the English teacher and I decided to give feedback on the students' performances, identify the language used in the video transcripts, and to create more speaking practice whether in group, pair, or individual to make the students speak accurately and fluently.

The English teacher and I also discussed the materials for cycle 2. Those were two language functions, inviting and congratulating. The videos duration was 2 to 3 minutes only.

The PPP (Presentation Practice and Production) technique was still used. Different from the first cycle, in this second cycle the video teaching techniques used were fast-forward and silent techniques. For the fast-forward technique, the teacher pressed the 'Play' button and then fast forwarded the videos, so that the sequences passed silently and the students had to guess what extract were all about and what their opinions were related to the situation. However, for silent viewing, the videos were played at normal speed but without sound and then the students had to guess what the speakers or characters were saying. The relation of the actions in cycle 2, the existed problems after cycle 1, and the expected situations can be seen in the table below.

Table 4.7: The relation of the problems, actions, and the expected situations in Cycle 2

No	Problems	Actions	Expected Situations
1.	<ul style="list-style-type: none"> • The media were not interact students to learn. • The materials were not varied. • The students easily got bored in the teaching and learning process. 	Using videos as media to give an appropriate speaking model for the students	<ul style="list-style-type: none"> • The students know what to say and how to say in certain situations. • The students were interested in learning English. • The students got an appropriate speaking model.
2.	<ul style="list-style-type: none"> • The techniques and activities were not varied. • Not all students participated actively in the classroom activities. • The students pronounced words incorrectly. • The students were afraid of speaking in front of the class. 	<ul style="list-style-type: none"> • Using interesting techniques and activities • Communicating the objective of the lesson 	<ul style="list-style-type: none"> • The students actively participated in the classroom activities. • The students were able to speak appropriately. • The classroom atmosphere was good for students to learn. • The students were confident enough to speak in front of the class.
3.	<ul style="list-style-type: none"> • The students were not familiar with classroom English. • The students had low vocabulary mastery. 	Applying Classroom English	<ul style="list-style-type: none"> • The students used to hear English instructions and questions. • The students had more exposures. • The students knew more

			vocabulary.
4.	<ul style="list-style-type: none"> The students had low vocabulary mastery. The students easily got bored in the teaching and learning process. 	Giving handout containing various and interesting materials	<ul style="list-style-type: none"> The students had more exposures. The students knew more vocabulary. The students were interested in learning English.
5.	The students still had difficulties in producing grammatical utterances.	<ul style="list-style-type: none"> Giving feedback on students' performances Identifying the language used in the video transcripts 	<ul style="list-style-type: none"> The students would be able to speak accurately and confidently.
6.	The students still found it difficult to speak fluently.	Designing more speaking practice	The students would be able to speak fluently.

In order to solve those problems, I and the English Teacher still used mostly similar activities to those in Cycle I, such as adapting the audio and video media to improve the student's involvement. However, the implementation of classroom English by using Indonesian translation was revised by using the paraphrase and synonym of the English words. Besides, there were some new actions such as giving feedback on the students' pronunciation and asking the students to prepare the students to speak spontaneously which were added to Cycle II. In addition, I and the English Teacher also focused the efforts on giving rewards. The efforts were described as follows:

1. Using classroom English effectively in the Classroom.

As the implementation of classroom English in Cycle I was successful to increase the students' opportunities to speak English, I decided to use it in Cycle II. However, different from the previous cycle, in this cycle I used some paraphrases or synonyms of the English words to make the students understand them so that they did not depend on the English. The use of classroom English in this cycle was still the same as that in Cycle I. I planned to use classroom English in several functions, such as to open the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instructions of the activities, and to end the lesson.

2. Improving students' self-confidence by preparing the students to speak spontaneously

In Cycle I, the condition of the class was very crowded. So, I planned to prepare the students to speak spontaneously. It made the students focus on the speaking activity. I also trained the students to be ready for any turns in speaking in order to make the students not escape from being asked to speak when they got the turn.

3. Giving feedback on the students' pronunciation

As what was found in Cycle I, though the students' pronunciation was still poor, they were very enthusiastic to know the correct pronunciation of some words. Then, I planned to keep giving feedback on the students' pronunciation and also the students' fluency after they performed in front of the class in order to make the students understand and they would not make some mistakes.

Table 4.8: Teaching and Learning Scenario in Cycle 2

Teaching and Learning Scenario	
Teacher's Activities	Students' Activities
Opening <ul style="list-style-type: none"> • Teacher greets the students. • Teacher asks whether the students are ready for the lesson or not. • Teacher and students have a prayer. • Teacher checks students' attendance and conditions. • Teacher asks question related to the today's lesson. • Teacher states the topic of the lesson. • Teacher states the learning objectives. 	<ul style="list-style-type: none"> • Students greet the teacher. • Students answer the teacher's questions. • Students have a prayer with the teacher. • Students answer the teacher's questions. • Students answer the teacher questions. • Students guess the topic of the lesson. • Students pay attention to the learning objectives.
Main Activities <ol style="list-style-type: none"> 1. Presentation <ul style="list-style-type: none"> - The teacher gives the handouts. - The teacher asks the students to find the Indonesian equivalents of some words in the table. - Teacher discusses the answer with the students. - Teacher plays videos and asks questions to the students. - Teacher asks the students to identify the expressions used in the videos. - Teacher shows the other expressions. - Teacher pronounces the expressions. 2. Practice <ul style="list-style-type: none"> - Teacher asks the students to work in pair. - Teacher asks the students to do the exercises in the handout. 	<ul style="list-style-type: none"> - Students get the handouts. - Students do the exercises. - Students discuss the answers with the teacher. - Students identify the expressions. - Students study other expressions. - Students repeat the teacher. - Students work in pair. - Students do the exercises. - Students discuss the answer with the teacher. - Students act the dialogue out.

<ul style="list-style-type: none"> - Teacher and students discuss the answer. - Teacher asks the students to act the dialogues out. <p>3. Production</p> <ul style="list-style-type: none"> - Teacher gives situation cards to the students. - The teacher explains the rules of the games. - Teacher monitors students' activities during the games. - Teacher gives feedback to the students' performances. 	<ul style="list-style-type: none"> - Students get the situation cards. - Students listen to the rules of the games. - Students play the games. - Students listen to the feedback.
<p>Closing</p> <ul style="list-style-type: none"> • Teacher summarizes the lesson. • Teacher has a reflection. • Teacher states the upcoming materials. • Teacher closes the lesson. 	<ul style="list-style-type: none"> • Students summarize the lesson. • Students have reflection. • Students listen to the upcoming materials. • Students respond the teacher leave taking.

b. Action and Observation of Cycle II

Cycle II was conducted in two meetings. In the first and second meetings, I discussed Descriptive text. In this cycle, while I implemented the action, the English Teacher took notes at the back of the class to observe the teaching and learning process. The data during Cycle II were collected through classroom observations and interviews. Below were the actions that I implemented in Cycle II:

1. Using Classroom English effectively in the Classroom.

The classroom English in Cycle II was implemented in all two meetings. It was similar to that in the previous cycle, I implemented it in several functions, such as to open the lesson, to elicit the material that would be learnt, to give the

instructions of the activities, and to end the lesson. As found in Cycle I, the implementation of classroom English was successful in getting the students familiar with the English words. The implementation of this action could be seen in the extract below.

I opened the class in the morning, I said “Good morning everyone, are you all well today?” most of the students answer the question by saying “morning Sir”. Then the teacher asked “How are you today?” also most of the students answer “Fine thanks, and you?”

(Field Note 2, Wednesday, September 18th , 2013)

It could be seen that the students were more familiar with the English words so that they understood what the teacher’s has said without translating the sentences.

2. Improving students’ self-confidence by preparing the students to speak spontaneously.

In this meeting, the teacher trained the students to be ready for any turns in speaking. The students could not escape from being asked to speak when they got the turn. The use of a simulated environment proved that the students prepared themselves spontaneously to be ready for speaking at any time they got it.

The students enjoyed the audio - video media. They looked waiting for their turns. They were also busy preparing their turn by trying to say something according to the condition in the hand out that they got.

(Field Note 5, Tuesday, September 24th , 2013)

In 2nd meeting in Cycle II, the students spoke based on their turns which were designed. They could be ready with their turns spontaneously. Thus, the students had already known when they should speak and when they should listen to their friend’s

talking. They also tried to pay attention and listen to their friends' answer. It could be seen in the following transcripts.

- R : *Gimana tadi praktek speaking nya tadi?*
(**How was the speaking practice?**)
- S : *Haha.. bikin tegang.*
(**It made me feels nervous**)
- R : *Lha kenapa?*
(**Why?**)
- S : *Nunggu giliran mas. Tadi deg-degan aja nunggu giliranku.*
(**I felt nervous, when I was waiting for my turn**)
- R : *Oh..tapi mudah gak tadi?*
(**Is it easy?**)
- S : *Mudah, kita jadi tau informasi apa yang diomongin sama temen.*
(**It is easy, we know about the information from the friends**)
- R : *OK, terimakasih.*
(**Ok, thank you.**)

(Interview transcript 8, 3rd meeting)

3. Giving feedback on students' pronunciation

In Cycle I the teacher found that the students made mistakes in pronouncing some words and making the sentences, so that she trained to give feedback on the students' pronunciation and vocabularies. It would not be of any objection if the teacher gave a little while extra lesson on guidance in public speaking and motivating them to perform in front of the class better. After the teacher gave the feedback, I asked the students to check their work again before they submitted their answer in order that they did not make a mistake next time.

c. Reflection of Cycle II

Some actions had been implemented as the effort in improving the speaking ability of class X students. In the reflection, the research members gave their

responses and comments toward the implementation of the actions. From the implementation of the actions above, some findings were described as follows:

1. Using classroom English

Using classroom English was effective to improve the students' motivation and involvement in leaning speaking skills. The students got many opportunities to communicate in English during the teaching learning process. In addition, they also got opportunities to ask questions, when they got difficulties to understand a word. The teacher tried to paraphrase the difficult sentences in order to make the students understand the sentences. She also gave the synonyms of the difficult words so that the students were familiar with the words. Moreover, he tried to repeat the unfamiliar greetings in order to make the students familiar with the expressions.

2. Improving students' self-confidence by preparing the students to speak spontaneously

The implementation of audio - video media was successful to improve the students' readiness in presenting their result. Based on the open-ended questionnaire some students stated that this media could improve their preparation to speak spontaneously. They said that this media made them ready for their turns. They should be ready with their work result.

3. Giving feedback on the students' pronunciation and vocabularies

The implementation of this action was successful to improve the students' understanding on how to pronounce the correct words. The students were more enthusiastic when I asked them to repeat the words after me. They felt that they got

the way to pronounce the words correctly. In addition, the teacher stated that giving feedback on their pronunciation and vocabularies was important to make the students understand how to pronounce and make sentences correctly.

Table 4.9: The Students' Mean Scores in Cycle 2

Indicators	Mean scores
Grammar	3.0
Vocabulary	3.6
Comprehension	3.5
Fluency	3.0
Pronunciation	3.6

4. Findings of Cycle II

Based on what I had planned, acted, observed and reflected in Cycle II, I came to the following findings. The implementation of classroom English using some paraphrases and synonyms to translate the unfamiliar words was successful to improve the students' speaking skills. It also made the students familiar with the new expressions of greeting, instructing or ending the class. Besides, it was effective for the students to respond to the new expressions appearing during the teaching learning process.

Meanwhile, giving reward to the students who wanted to be a voluntary was successful in improving the students' motivation and involvement in learning speaking skills. Moreover, they were enthusiastic about the point that I gave. Besides, giving feedback on the students' pronunciation and grammar was also successful in improving the students' understanding of the new words. They had already known

how to pronounce the new words correctly, although they still made a few mistakes. Moreover, they had already known how to make correct sentences.

The action of giving points to the active students got a positive response. The students became more active in the teaching and learning process. They tried to be involved in each activity actively. They were motivated to answer the teacher's questions. They had more courage to practice speaking in English. The implementation of making a set of rule was effective in controlling the condition of the class. Moreover, the new enjoyable learning experience directed the students to participate more actively in the class whether in group discussion, in pairwork practice, in answering teacher's questions or performing in front of the class and more than half of the students felt more confident while speaking English.

Regarding the findings of Cycle II that all actions were successful in improving the students' speaking skills and the objectives of the research were achieved, I and the collaborator agreed to end this research in this cycle. In summary, the differences in speaking teaching and learning process during Cycle I and Cycle II could be seen in Table 5.0.

Table 5.0: The Improvements in Teaching and Learning Process of Speaking during Cycle I and Cycle II

The Improvement of the Cycles

Before Cycle	Cycle I	Cycle II
Teacher just focused on delivering the materials and paid less attention to the students' motivation	Teacher began to pay attention to the students' motivation by giving rewards to the most active student.	Teacher was not only giving rewards to the most active student, but the teacher also gave feedback

		on the students' pronunciation and grammar
Teachers did not have ideas in creating different activities in the class	Teacher had the idea of using the audio - video media to improve the students' motivation and involvement in the teaching and learning of English.	Teacher used variation in the audio - video media to improve the students' motivation and involvement in the teaching and learning of English.
The students had less motivation to learn English	Some students had already been motivated during the teaching and learning process. They were confident to express their ideas. Although some students were still shy and reluctant when they were asked to express their idea	Most of the students were confident and enthusiastic to perform their result in front of the class without being asked by I.
The students were shy to express their ideas in English	Some students began to express their ideas in English. Some of them spoke in English when they wanted to do something or when they wanted to ask something.	The students were familiar with my expression such as greeting, instructing and ending the class and they responded to my expression. So, they could imitate their teacher's talk. They were not shy to speak in English
They were not active in the class	Some students began to be active in the classroom, they wanted to ask something that they didn't understand.	Most of students were active in the class because the teacher maximized giving rewards. They were active when they worked in pair.
They paid little attention to the teacher's explanation	Some students began to pay attention to the teacher's explanation because the explanation was presented interestingly.	Most of the students always paid attention to the teacher's explanation because they wanted to be the best in the class.

C. The Result of Speaking Test

The implementation of the audio and video media and its accompanying actions were successful in improving the students' speaking skills in two cycles. That finding could be inferred from the observations of the teaching and learning process,

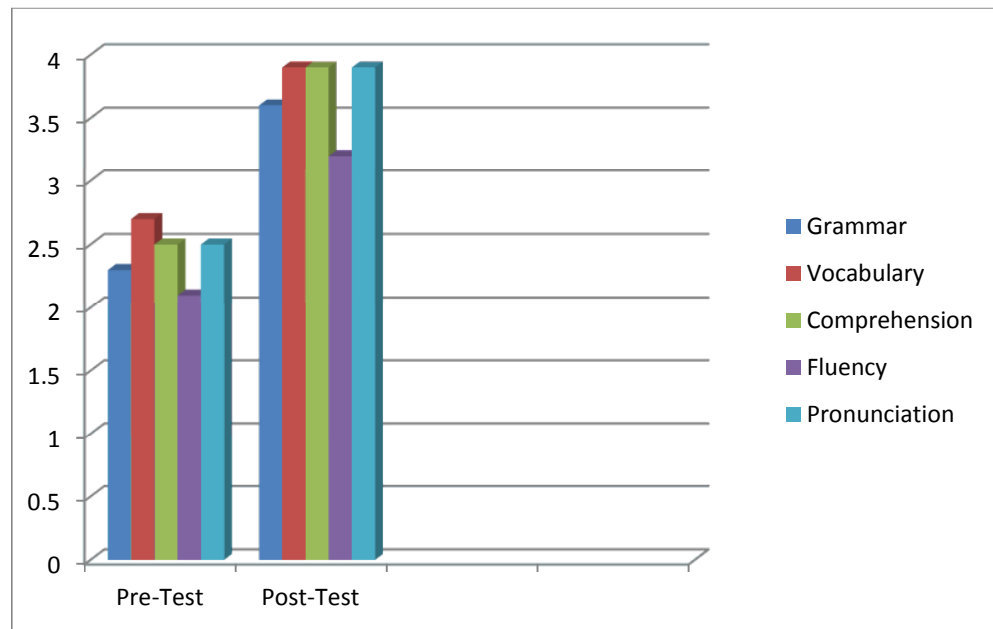
the interviews with the students and the collaborator. Besides, it was also supported by the result of pre-test and post-test of the students' speaking skills. The topic of the test was Invitation in the form of making dialogue. In this speaking test, the students were asked to make and perform a simple dialogue in front of the class. The topic was written in the handout, and then the students were asked to choose one of the topic provided. They should make a simple descriptive text and perform the result in front of the class To assess the students' speaking skills in the pretest and post-test, I and English teacher used a rubric which involved four aspects of speaking, such as fluency, accuracy, pronunciation and intonation. The students' speaking scores in the pre-test could be seen in Appendix. Meanwhile, the summary of the result of the pre-test could be seen in Table above:

Table 5.1: The Result of the Students' Speaking Skills in the Pre-test and Post-test

Indicators	Pre-test	Post-test
Grammar	2.3	3.6
Vocabulary	2.7	3.9
Comprehension	2.5	3.9
Fluency	2.1	3.2
Pronunciation	2.5	3.9

From the table above, it could be seen that each indicator used to measure the students' speaking skill was improved. The improvement of students' English speaking skill can be seen in the following chart.

Table 5.2: The Result of the Students' Speaking Skills in the Pre-test and Post-test



D. DISCUSSIONS

Speaking has an important part in human life. People use their speaking skill in order to communicate with others. Speaking is one of four language skills that important to be completed. The ability to speak effectively cannot be separated from the role of language in communication. Language is a communication tool used to understand and express information, ideas, feelings, and as a tool to develop knowledge and culture.

In our country, Indonesia, English is a foreign language. It is a compulsory subject taught in junior and senior high schools aimed at preparing the students to be able to communicate and access knowledge in English in the communication context

to meet their need. Moreover, it is also aimed at preparing the students to be able to communicate in the daily life based on the global needs.

Students should have good speaking skill to be able to transfer knowledge and exchanging knowledge and information in English effectively. In line with that, the students should be able to use language to communicate ideas, knowledge, and information to other people and to respond other's ideas in interaction process based on certain context in which the language is used.

In this research, the PPP (Presentation, Practice, and Production) technique was used combined video teaching techniques with pre-viewing, while viewing and post viewing activities. It was decided based on the result of the discussion with the English teacher.

In the Presentation stage, before the students watched the videos, they did vocabulary Task; matching and finding the Indonesian equivalents. The vocabularies listed in the Task taken from the videos. The aim was to help the students in comprehending the videos. The videos were played twice. After watching the videos, they identified the language expressions used in the videos.

The English teacher and I decided to use different video teaching techniques. In the first cycle, the video teaching technique used was Listening comprehension technique. The purpose of this technique was to help the students comprehend the videos and get as much as information from what they had seen. In this technique, the videos were played at normal speed and normal sound. On the other hand, in the second cycle, the English teacher and I agreed to apply fast-forward and silent video

teaching techniques. For the fast-forward video-viewing technique, I pressed the 'Play' button and then fast forwarded the videos, so that the sequences passed silently and the students had to guess what extract were all about and what were their opinions related to the situation. However, for silent viewing, the videos were played at normal speed but without sound and then the students had to guess what the speakers or characters were saying.

In Practice stage, the students completing dialogues then act out the dialogues with their partner. The last, for production stage, the students had role-play. I gave each group or pairs a situation card. The students were given more time to prepare and practice before performing their works in front of the class.

In addition, video as authentic material provides a list of vocabularies that students can acquire. After a series of treatments, students seemed to have more various vocabularies particularly related to material given. Based on the questionnaires, students felt that their vocabularies were improved after learning through video in several meetings and their speaking results proved it. Vocabularies gained from video are presented in context. While learning the language, the students could get the visual context provided by the pictures in the video which portray the situation, environment, gesture, and other visual clue which can help students to understand the message. Video gives contextual learning and can increase comprehension of spoken language.

Video can be a good model in speaking practice since it can present native speaker into the class. Students will be encouraged to imitate what they see or hear

and video provides both of them to make their learning more interesting which leads students to be more active in classroom participation, particularly when they were practicing the dialogue or monologue given based on video. In addition, because of the interesting learning experience tends to lead the students to have the long term memory about what they have learned. Videos help students establish auditory, visual and mental links that help students improve their long term memory. Besides, it requires a lot of repetitions to make them common to use and pronounce the vocabularies they have got.

Moreover, video provides repetition. Repetition is important in learning; in term of speaking students need more than once to get the clear pronunciation to be imitated by themselves. Although, when they were speaking, their local accent still has big influence to their speaking. The following table portrays some pronunciations that commonly occur in their speaking.

The last, videos provided Cross-cultural awareness. It was allowing students a look at situations for beyond their classroom. Videos also gave students a chance to see such things as what kinds of food people eat in other countries and what they wear.

This research conducted in two cycles. There were two meetings for each cycle. In cycle 1, the action was success to attract the students' attention and success to improve the students' speaking skill, but there were still some weakness and obstruction. The goal of using videos as the media to give an appropriate speaking model was successfully achieved. The students were interested in learning through

videos during the lessons. They could understand the expressions used in the videos easily and used them in the real context. The students also became more enthusiastic and participated actively in the classroom activities.

However, in cycle 2, the actions done to improve the students' speaking skill could be said successful. It could be seen from the students' opinions, behavior, and feelings related to the actions done.

In the first cycle, there were two meetings. The videos were completed with some activities enabled students to practice the expressions they had learnt from the videos in the different situations. So, the students could be motivated to learn English.

In the second cycle, it was still the same with the first cycle that videos used as media to give an appropriate speaking model for students. However, there were some changes of actions. First, for the first cycle, the video teaching technique used was listening comprehension technique while the second cycle used silent and fast forward technique. Second, I and the English teacher agreed to focused on general comprehension aimed at giving students more exposures to get as much as information from videos in the first cycle, while the second cycle, focused on videos as springboard to creativity, so that from videos students were able to develop their creativity which could be seen when the students had role-plays and guessing games. Overall, the teaching and learning process run smoothly. The students were happy, interested and enthusiastic in the materials and activities presented.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter discusses the conclusions, suggestions, and implications relevant to this study. The detailed explanation of each point is presented below.

A. Conclusions

The action research in this study was implemented to the tenth grade students of SMK PI Ambarrukmo 1 Sleman on September, 2013, during the first semester of the academic year of 2013/2014. This study was aimed to investigate the improvement of students' speaking ability by using audio & video in teaching learning process. The actions carried out in two cycles were effective in improving the students' motivation, self-confidence, vocabularies and pronunciation. The actions consisted of the use of videos as modelling of the input text combining with the use of classroom English, think-pair-share, discussions and role plays.

After implementing the two cycles, the researcher found some effective ways to improve the speaking skill of the tenth grade students at SMK PI Ambarrukmo 1 Sleman by using audio & video media. First, the action using video could attract students' attention and motivation in the teaching and learning process. The use of videos also made the atmosphere in the classroom more relaxed and fun so that the students were interested in speaking out their feelings. This way was effective to make them more confident.

Second, the combination of the use of audio & video and the classroom English activities were able to make the students speak English. They were able to make the students more active in joining the group discussion or sometimes giving instant comments in some cases.

The last, Role plays were able to build the students' self-confidence to speak English. They were excited and also enjoyed doing these activities in front of the class.

B. Implications

The conclusions have described the use of audio & video media that is effective to improve students' speaking skill. The implications of the research are presented as follows:

1. The use of videos can attract the students' attention and motivation in the teaching and learning process. By using videos, the students can listen how to pronounce some words and observe how to express some expressions. Besides, videos help the teacher explain the materials that will be taught clearly without talk too much. It also creates relaxed and enjoyable atmosphere during the lesson. This is effective to attract their attention and also change the monotonous teaching and learning process of speaking.
2. Think Pair Share is effective technique to make the students involved in groups. It also helps them practice their English. Thus, it is effective to improve the students' confidence to speak English.

3. Instant comments are effective to express the students' ideas spontaneously. The teacher asks some questions related to the video and the students spontaneously try to answer the questions.

4. The role plays are effective to improve the students' speaking skill and self-confidence. This activity maximizes the students to have an experience to practice a dialogue with their partners in English. Since the students are asked to perform the role plays in front of the class, they can improve their self-confidence and also their speaking skill.

C. Suggestions

Some suggestions are given to the participants who are closely related to this study. The suggestions are made based on the conclusions and implications of this study. They are presented as follows:

1. For the English teacher

The teacher should consider the students' needs and interest before designing the speaking materials. It is important for the teacher to vary the activities and use the communicative activities in the teaching and learning process of speaking because it can reduce the students' boredom and monotonous teaching and learning process. Besides, the teacher is required to provide audio & videos media in the teaching and learning process because videos help the teacher deliver the materials easily.

2. For the School Institution

The school can apply some efforts to improve the quality of the students' speaking skill considering the problems that occur in the school, for example, they

provide the relevant, communicative and appropriate media to support the teaching and learning process of speaking.

3. For other researchers

Other researchers who are interested in the same field are recommended to continue and improve this action research in order to find out other efforts to improve the students' speaking skill by using audio and videos media. Moreover, they also should make sure that the teaching aids used could work well. In addition, they should be more creative in designing the techniques and activities to accompany the videos so that the teaching and learning could be more enjoyable.

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<http://www.youtube.com/watch?v=4Xf3SI9-Llo>

<http://www.youtube.com/watch?v=zTDxbXAEQ50>

APPENDICES

COURSE GRID

LESSON PLAN

INTERVIEW GUIDELINES AND TRANSCRIPTS

FIELD NOTES

SCORING RUBRIC AND SCORES

PHOTOGRAPHS

ATTENDANCE LIST

OBSERVATION SHEETS

PRE-TEST AND POST-TEST

PRE-TEST TRANSCRIPT

POST-TEST TRANSCRIPT

PERMIT LETTERS

1. COURSE GRID

**Course Grid of Implementation of the Use of Videos in the Speaking Class IN Class X of SMK PI Ambarrukmo 1
Sleman in the Academic Year of 2013/2014**

STANDARD COMPETENCE

9. Expressing meaning in a transactional and interpersonal dialogue in the context of daily life.

BASIC COMPETENCE

9.1 Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversations in spoken language in the context of daily and involving expressions of **thanking, complimenting, and congratulating** accurately, fluently, and acceptably.

9.2 Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversations in spoken language in the context of daily and involving expressions of surprising, not believing, and **accepting invitations** accurately, fluently, and acceptably.

Cycle	Theme	Indicators	Learning Materials		Teaching activities	Media and Sources
			Language functions	Vocabularies and Grammar		
1	Thanking	Students are able to: - Identify the	Expressions: Formal - I'm very grateful	Vocabularies: Adjectives - beautiful	Pre-viewing: - Finding Indonesian equivalents of words	Media: - Laptop - LCD projector

		<p>expressions of thanks</p> <ul style="list-style-type: none"> - pronounce the expression of thanks correctly - Use accurate intonation in expressing thanks - Perform a speaking task in the form of pair work. 	<p>for....</p> <ul style="list-style-type: none"> - Thank you very much for.... - Thank you for.... <p>Informal</p> <ul style="list-style-type: none"> - Thanks a million! - Thank you - Thanks <p>Responding to thanks:</p> <p>Formal</p> <ul style="list-style-type: none"> - Well, I just want to show my appreciation for.... - It was my pleasure - You're welcome <p>Informal:</p> <ul style="list-style-type: none"> - Any time - Don't mention it <p>Forget it</p>	<p>/ˈ bjuː.tɪ.fəl/</p> <ul style="list-style-type: none"> - grateful /ˈ gre.tɪ.fəl/ - important /ɪmˈ pɪ.tənt/ - kind /kaɪnd/ - nice /naɪs/ <p>Noun</p> <ul style="list-style-type: none"> - appointment /əˈ pɪnt.mənt/ - dinner /ˈ dɪn.ə r / - gift /gɪft/ - invitation /ɪnˈ vɪ.teɪ.ʃən/ - restaurant /ˈ restər.ɪnt/ <p>Verb</p> <ul style="list-style-type: none"> - buy /baɪ/ - drive /draɪv/ - get /get/ - know /noʊ/ - order /ˈ ɔr.də/ - 	<p>listed in the table.</p> <ul style="list-style-type: none"> - Practicing pronouncing the words in the table. <p>While-viewing:</p> <ul style="list-style-type: none"> - Listening and watching the videos for general comprehensions to get as much as information from videos. <p>Post-viewing:</p> <ul style="list-style-type: none"> - Identify the expressions and response from the videos. - Review and answer general comprehensions questions. - Play a game, "Can I have a pen?" - Make a role-play based on the situation cards given and perform it. 	<ul style="list-style-type: none"> - Speaker - Videos from: www.youtube.com/dialogues/pleasure - www.youtube.com/dialogues/modernday - Games: "Can I have a pen?" - situation cards <p>Sources:</p> <ul style="list-style-type: none"> - Functions in English - Speaking Naturally: Communication Skill in American English - Say It Naturally: Verbal Strategies for Authentic Communication
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				Key grammar: - Simple Present Tense - Simple Past Tense		
	Congratulation	Students are able to: - Identify the expressions of congratulation - pronounce the expression of congratulations correctly - Use accurate intonation in expressing congratulations	Expressions: - Please accept my warmest congratulations on your graduation day. - Please accept my heartiest congratulations. - Congratulation on - Congratulations. Response: - Thank you. - Thanks.	Vocabulary: Noun - achievement /ə' tʃi:v.mənt/ - education /'ed.jʃ' ke.ʃən/ - graduation /'grædʒ.u' e.ʃən/ - students /'stju.d ənt/ - success /sək' ses/ Verb - achieve /ə' tʃi:v/ - finish /'fɪn.ɪʃ/ - get /get/ - study /'stʌd.i/ - work /wɜ:k/	Pre-viewing: - Finding Indonesian equivalents of words listed in the table - Practicing pronouncing the words in the table. While-viewing: - Listening and watching the videos for general comprehensions to get as much as information from videos. Post-viewing: - Identify the expressions and response from the videos. - Review and answer general comprehensions	Media: - Laptop - LCD projector - Speaker - Videos from: www.youtube.com/dialogues/pleasure www.youtube.com/dialogues/modernday - situation cards Sources: - Functions in English - Speaking Naturally: Communication Skill in American English - Say It Naturally:

		<ul style="list-style-type: none"> - Perform a speaking task in the form of pair work. 		<p>Adjectives</p> <ul style="list-style-type: none"> - diligent /' dɪl.ɪ.də nt/ - happy /' hæp.i/ - polite /pə' laɪt/ - proud /praʊd/ - successful /sək' ses.f ə l/ <p>Grammar:</p> <ul style="list-style-type: none"> - Simple Present Tense - Simple Past Tense: - S+ (is/am/are)+ Adv -S + (was/were) + Adv - S+V2+Adv <p>You are the winner, congratulation.</p> <p>You won chest match yesterday,</p>	<p>questions.</p> <ul style="list-style-type: none"> - Make a role-play based on the situation cards given and perform it. - Give an appropriate expression and its response based on the pictures. 	<p>Verbal Strategies for Authentic Communication</p>
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				congratulation.		
3	Compliments	<p>Students are able to:</p> <ul style="list-style-type: none"> - Identify the expressions of compliments - pronounce the expression of compliments correctly - Use accurate intonation in expressing compliments - Perform a speaking task in the form of role play 	<p>Expressions:</p> <p>Formal</p> <ul style="list-style-type: none"> - I would like to compliment you on.... - J just love your.... - I think your... is very nice <p>Informal</p> <ul style="list-style-type: none"> - That's nice - Pretty good - That's not bad <p>Responding to compliment:</p> <p>Formal</p> <ul style="list-style-type: none"> - Thank you. It's nice of you to say so - Thank you, but it really isn't anything special - I'm glad you like it <p>Informal</p>	<p>Vocabularies:</p> <p>Noun</p> <ul style="list-style-type: none"> - clothes /kloʊðz/ - dress /dres/ - handkerchief /'hæŋ.kətʃi/ - shoes /ʃuːs/ - skirt /skɜːt/ <p>Verb</p> <ul style="list-style-type: none"> - buy /baɪ/ - come /kʌm/ - like /laɪk/ - love /lʌv/ - wear /wer/ <p>Adjectives</p> <ul style="list-style-type: none"> - amazing /ə'meɪ.zɪŋ/ - comfortable /'kʌm.fə.tə.bəl/ - cute /kjuːt/ - Fashionable /'fæʃ.ə.n.ə.bəl/ - suitable /'sjuː.tə.bəl/ 	<p>Pre-viewing:</p> <ul style="list-style-type: none"> - Predicting words that the students going to hear in the videos and things they are going to see. - Finding Indonesian equivalents of words listed in the table. - Vocabulary matching activity - Practicing pronouncing the words in the table. <p>While-viewing:</p> <ul style="list-style-type: none"> - Listening and watching the videos for general comprehensions to get as much as information from videos. <p>Post-viewing:</p> <ul style="list-style-type: none"> - Identify the expressions and response from the videos. - Review and answer 	<p>Media:</p> <ul style="list-style-type: none"> - Laptop - LCD projector - Speaker - Videos from: <p>www.youtube.com/dia-logues/pleasure</p> <p>www.youtube.com/dia-logues/modernday</p> <ul style="list-style-type: none"> - situation cards <p>Sources:</p> <ul style="list-style-type: none"> - Functions in English - Speaking Naturally: Communication Skill in American English - Say It Naturally: Verbal Strategies for Authentic Communication

			<ul style="list-style-type: none"> - Thanks - Thank you 	Grammar: - Simple Present Tense - S+ (is/am/are)+ Adv -S+V1+Adv I'm glad you like it I think your dess is very nice.	general comprehensions questions. - Play a survey game. - Make a role-play based on the situation cards given and perform it. - Give an appropriate expression and its response based on the pictures.	
	Invitations	Students are able to: - Identify the expressions of how to make, accept and decline invitations - pronounce the expression of how to make, accept and decline invitations	Making invitations More formal: - I'd like to invite you to dinner this Saturday. - I was wondering if you'd like to watch a movie with me. Less formal: - Are you free on Saturday? Would you like to have a dinner with us? - How about dinner? - How about coffee?	Vocabulary: apartment (N) /ə' pɑːt.mənt/ birthday (N) /' bɜːθ.deɪ/ call (V) /kɔːl/ celebrate (V) /' sel.ə.breɪt/ invite (V) /ɪn' vaɪt/ night (N) /naɪt/ parent (N) /' per. ə nt/ party (N) /pɑːr.ti/ wonderful (Adj) /' wʌn.də.fəl/ 	Pre-viewing: - Predicting words that the students going to hear in the videos and things they are going to see. - Finding Indonesian equivalents of words listed in the table. - Vocabulary matching activity - Practicing pronouncing the words in the table. While-viewing: - Listening and watching	Media: - Laptop - LCD projector - Speaker - Videos from: www.youtube.com/dia-logues/pleasure www.youtube.com/dia-logues/modernday - situation cards Sources: - Functions in English

		<ul style="list-style-type: none"> - Use accurate intonation of how to make, accept and decline invitation - Perform a speaking task in the form of role play 	<p>Accepting Invitations More formal:</p> <ul style="list-style-type: none"> - Thank you. I'd love to - Yes, thank you. What time? <p>Less formal:</p> <ul style="list-style-type: none"> - Thanks. I'd love to - Sounds great - Ok - Alright <p>Declining Invitations More formal:</p> <ul style="list-style-type: none"> - I'm awfully sorry, but I have other plans. - I'd really like to, but ... - Sorry. I've already made plans for Saturday. <p>Less formal:</p> <ul style="list-style-type: none"> - I can't 	<p>Grammar:</p> <ul style="list-style-type: none"> - Simple Present Tense - S+ (is/am/are)+ Adv -S+V1+O+Adv -S+Can/can't +V1 <p>I can't come , sorry. She is on duty so she can't come here. He invite us to his birthday party.</p>	<p>the videos for general comprehensions to get as much as information from videos.</p> <p>Post-viewing:</p> <ul style="list-style-type: none"> - Identify the expressions and response from the videos. - Review and answer general comprehensions questions. - Play a survey game. - Make a role-play based on the situation cards given and perform it. - Give an appropriate expression and its response based on the pictures. 	<ul style="list-style-type: none"> - Speaking Naturally: Communication Skill in American English - Say It Naturally: Verbal Strategies for Authentic Communication
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2. LESSON PLAN

LESSON PLAN

School	: SMK PI AMBARUKMO SLEMAN
Grade/Semester	: X/ 2
Subject	: English
Text Type	: Transactional and Interpersonal
Topic	: Thanking
Language Skill	: Speaking
Time Allotment	: 2 x 45 minutes

A. STANDARD OF COMPETENCE

Expressing meanings in transactional and interpersonal conversations in the context of daily life

(Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks

kehidupan sehari-hari)

B. BASIC COMPETENCE

Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving expressions of thanking, compliment and congratulation

(Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-

hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat)

C. INDICATORS

a. Cognitive

- 1) Identifying the expressions of thanking in conversations carefully
- 2) Saying the expressions of thanking with the correct pronunciation accurately
- 3) Using the expressions of thanking in semi-guided speaking tasks in the form of pair work confidently, politely, and honestly

b. Psychomotor

- 1) Saying the expressions of thanking with the correct pronunciation accurately
- 2) Performing a semi-guided speaking task in the form of pair work confidently, politely, and honestly
- 3) Practicing the expressions of thanking confidently

c. Affective

- 1) Developing the characters of: a) cooperative, b) confident, e) polite, f) honest, g) careful, and h) caring in the designed speaking activities and tasks
- 2) Developing some other characters that are generated from the selected input text, such as: a) discipline, b) active, c) creative, d) being willing to take risk for learning, and f) obeying rules (obedient)
- 3) Developing communicative competence to survive in social interaction that involves: a) asking and answering questions, b) expressing thank, and c) communicating in polite manner

D. LEARNING OBJECTIVES

a. Cognitive

- 1) Being given a video and some stimulating questions, the students are capable of brainstorming certain expressions of thanking
- 2) Being given a model by the teacher, the students are able to say the expressions of thanking with the correct pronunciation, stress, and intonation accurately
- 3) Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of thanking carefully
- 4) Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of thanking in a semi-guided speaking activity in the form of pair work confidently, politely, and honestly.
- 5) Being given a game, the students are capable of practicing the expressions of thanking confidently
- 6) Being given some situation cues, the students are able to make a conversation that contain the expressions of thanking in the form of pair work carefully and confidently

b. Affective

Characters Development

Having been engaged in a learning-oriented process, the students are able to integrate and develop such positive character as cooperative, confident, polite, honest, and caring.

Communicative Competence

Having been engaged in a learning-oriented process, the students are able to integrate and develop such strategic competence for communicating in daily interaction as: a) asking and answering questions, b) expressing thank, and c) communicating in polite manner

E. LEARNING MATERIALS

A dialogue including expressions of thanking, for example: Attached (Appendix)

Expressions of thanking in the dialogue

“Thanks”

Responding to thanks in the dialogue

“Thank you too”

Vocabulary and Pronunciation of some words

- | | |
|---------------|---------------|
| • thank | • dinner |
| • sorry | • know |
| • postpone | • participant |
| • appointment | • important |
| • date | |

Example:

Formal

Situation: Mr. Havid thanks to Mr. Rizal when leaving a party.

Mr. Havid : Thank you so much for the lovely evening.

Mr. Rizal : You're quite welcome. We'd been looking forward to seeing you for a long time

Informal

Situation: Jono thanks to Rudi for giving her a shirt.

Jono : That's a nice shirt, Rud. Thank you.

Rudi : You're welcome.

Other expressions of thanking

<i>More Formal</i>	EXPRESSING THANKS	RESPONSES
	I'm so grateful for ...	You're entirely welcome.
	Thank you very much for ...	Don't mention it.
	Thank you so much for ...	You're welcome.
	Thank you for ...	It was my pleasure.
	That was nice of you. Thank you.	Don't mention it.
	Thanks a lot for ...	You're welcome.
	I really appreciate (the invitation).	You're welcome.
	Thanks!	It was nothing. What are
	friends for?	
<i>Less Formal</i>	Thanks a million!	Don't worry about
<i>Formal</i>	Thanks a million!	Forget it.

Situations

Formal : when you are talking with someone who is older than you
(someone in the first meeting, your boss, your manager, etc).

Less Formal : when you are talking with someone who knows about you
(your friend, your sister or brother, etc).

There are the most common situations that require thanks. In general, people thank someone for a gift, a favor, an offer of help, a compliment and a wish of success, asked about their health, an invitation, leaving a party or social gathering and for services.

Example:

Thanking for a gift

The person receiving the gift usually says three things:

- a) an expressions of thanks,
e.g. Mike: Oh, thank you!
- b) a compliment of a gift itself, showing that the recipient likes the gift,
e.g. Jack: It's beautiful. Thank you very much. I've always wanted a picture from Japan.
- c) a question related to the gift (its origin, use, maker, etc) to show interest in the gift,
e.g. Janie: oh, thank you! I just love roses! Are they from your garden?

F. TEACHING AND LEARNING METHOD: PPP (Presentation, Practice and Production)

G. TEACHING-LEARNING ACTIVITIES

☐ Opening Activities

- 1) Greeting
Teacher greets the students.
- 2) Checking attendance
Teacher checks the students' attendance.
- 3) Preparing class condition
Teacher prepares the class condition.
- 4) Lead in
Teacher gives the students apperception to attract their attention.
 - a. Teacher shows a video from Dido entitled Thank You to the students.
 - b. Teacher asks them about the things that can make them thank to others.

☐ Main Activities

Presentation

- 1) The students pronounce some words and find the meaning from each word.

Task 1

- 2) Teacher plays a video that contains a conversation about thanking.
- 3) Teacher asks the students to guess and identify the expressions of thanking from the video. **Task 2**
- 4) Teacher asks the students some questions related to the video. **Task 3**
- 5) Teacher shows other expressions of thanking and explains the usage.
- 6) Teacher pronounces the expressions of thanking and the students repeat after her.

Task 4

Practice

- 1) Teacher leads the students to play "Throw the ball" game. **Task 5**

- 2) Teacher gives task to the students and asks them to complete dialogues with relevant expressions and then act them out in pairs. **Task 6**
- 3) Teacher asks the students to complete dialogues with the suitable expressions in the box and then act them out in pairs. **Task 7**

Production

Teacher gives the students some situation cards. The students act their dialogues out in front of the class. **Task 8**

☐ **Closing Activities**

- 1) Summarizing
Teacher and the students summarize the lesson.
- 2) Reflection
Teacher and the students do a reflection.
- 3) Further guidance
Teacher gives the students homework.
- 4) Leave taking
Teacher ends the lesson.

H. LEARNING RESOURCES

- ☐ Laptop, LCD projector, and speaker
- ☐ Video from <http://youtu.be/-KPw7cLr3dw>
- ☐ Blundell Jon, Higgens Jonathan, and Middlemiss Nigel. 1982. *Function in English*. Hong Kong: Oxford University Press.
- ☐ Dody Achmad, A. Sugeng, and Effendi. 2008. *Developing English Competencies for Grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- ☐ Priyana Joko, Arnys Rahayu Irijayanti, and Virga Renitasari. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- ☐ Tillitt Bruce, B. Mary Newton. 1985. *Speaking Naturally: Communication Skills in American English*. United States of America: Cambridge University Press.

I. ASSESSMENT

a. Assessment Indicators

Indicator	Type of Activity/ Task	Technique of Task Delivery	Instrument
While interacting with the whole class to do throw the ball game, the students take turns expressing and responding to thanks.	Fluency & Accuracy - based Speaking task	“Throw the Ball” Game	The teacher asks the students to make a cycle. To start with, the teacher throws the ball to one of the students and initiates the expressions of thanking. Then, the student responds it and then throws the ball to his/ her friend.
Using the expressions of thanking in pair work	Fluency & accuracy – based speaking Task	Pair work	Complete the dialogues below with relevant expressions and then act them out in pairs.
Filling in missing gaps the expressions of thanking in pair work	Fluency & Accuracy - based Speaking task	Pair work	Complete the following dialogue with the suitable expressions in the box. Then, perform it in pairs.
Using the expressions of thanking in the conversation in the form of pair work	Fluency & Accuracy - based speaking task	Pair work	Work in pairs. Make a dialogue based on the situation cards and use expressions of thanking and responding to thanks. Then, act it out.

b. Speaking Assessment Rubric

a) Speaking Assessment Rubric

No	Description	Status (Band)	Range of Score
1-4	Speaking fluently with accurate grammar, diction and pronunciation.	Great (5)	86 – 100
	Speaking with occasional hesitations although the hesitations do not interfere with communication, demonstrating correct grammar, vocabulary, and	Good (4)	71 – 85

	pronunciation.		
	Speaking hesitantly because of rephrasing and searching for words, making some grammatical, pronunciation, and vocabulary mistakes.	Okay (3)	56 – 70
	Producing disconnected speech (speaking in single-word utterances and short patterns), making many mistakes of grammar, vocabulary, and pronunciation.	Poor (1-2)	≤ 55

b) Character Observation Checklist

No	Indicator of Character Development	Qualitative value	Keterangan
1.	Politeness		
	a. Using many politeness expressions (please, thanks, etc.)	Having been internalized	Membudaya Konsisten
	b. Using politeness expressions (please, thanks, etc.) many times	Starting to develop	Mulai Berkembang
	c. Using politeness expressions (please, thanks, etc.) one or two times	Starting to appear	Mulai Terlihat
2.	Cooperative		
	a. Showing the ability and the willingness to cooperate consistently	Having been internalized	Membudaya Konsisten
	b. Showing the willingness to cooperate frequently	Starting to develop	Mulai Berkembang
	c. Showing the symptoms to be willing to cooperate with peers	Starting to appear	Mulai Terlihat
	d. Does not show the symptoms to be willing to cooperate with peers yet	Not even emerging yet	Belum Terlihat
3.	Self confident		
	a. Speaking confidently, managing eye contact to communicate with peers, empowering natural body language naturally	Having been internalized	Membudaya Konsisten
	b. Speaking quite hesitantly, avoiding eye contact when communicating with peers, empowering less natural body language	Starting to develop	Mulai Berkembang
	c. Speaking with frequent hesitation, avoiding eye contact when communicating frequently, empowering less natural body language	Starting to appear	Mulai Terlihat
	d. Speaking in hesitation, failing to utilize	Not even	Belum

	eye contact for communication, the use of the body language is not natural at all	emerging yet	Terlihat
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Yogyakarta, May, 2013

Researcher

Muhammad Imam M
NIM: 08202244019



SPEAKING

LEAD-IN

Listen and watch a video clip that will be played by your teacher.



TASK 1

Pronounce some words in the table below and find the meaning. You may open your dictionary.

Words	Pronunciation	Meaning
1. sorry	/ˈsɒr.i/	
2. postpone	/pəʊs t ˈpəʊn/	
3. date	deɪ t/	
4. appointment	/əˈpɔɪnt.mənt/	
5. important	/ɪ mˈpɔː t ə nt/	
6. dinner	/ˈdɪ n.ə r/	
7. know	/nəʊ/	
8. participant	/p ɑː ˈtɪ s.ɪ .p ə nt/	
9. thank	/θæŋk/	



Conversation transcript from the video

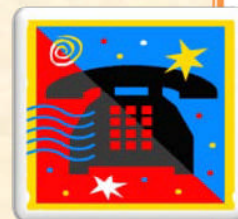
Situation : Wanita calls Els to inform that the dinner with Michel, Bob, and him will be postponed until Friday. Wanita thanks to Els for agreeing to postpone their dinner.

(The telephone rings)

Els : Hello
Wanita : Hi, Els. This is Wanita.
Els : Oh ... Hi, Wanita. How are you this evening?
Wanita : Emm ... Not so good sorry to say.
Els : Oh ... Really? What's wrong? Are you okay?
Wanita : Well, I'm fine but I am calling to postpone our date.
Els : You want to postpone our date.
Wanita : Yes, Michel has an appointment and she can't cancel it.
Els : Oh, I see. Emm ... It seems important.
Wanita : It's rather important.
Els : So, when you want to postpone our date?
Wanita : Emm ... It's Friday ... okay?
Els : Friday? This Friday? The day after tomorrow?
Wanita : Yes, is that okay?
Els : Yeah ... that's great. I'm so happy. I think you want to postpone it longer.
Wanita : No way. I really want to have dinner with you, Bob and Michel.
Els : That's great.
Wanita : Okay. Can you please tell Bob if you see him?
Els : Yes, sure. I'll tell Bob that we postpone dinner until Friday.
Wanita : Okay. That's all. **Thanks.**
Els : Okay. **Thank you too** ... Bye.
Wanita : Bye.

(After the telephone)

Els : Bob, We postpone dinner until Friday.
Bob : Friday? Okay, No problem.



Video from <http://youtu.be/-KPw7cLr3dw>

TASK 2

Identify the expressions of thanking and how to respond it from the video.

TASK 3

Answer these questions orally.



1. How many participants are there in the conversation?
2. What is the relationship between the speakers?
3. How did the conversation happen?
4. Why did Wanita call Els?
5. Why did Wanita decide to postpone her date?
6. With whom Wanita would have dinner?
7. Who were Michel and Bob?
8. When did she want to postpone the date to?
9. What should Els do for her?
10. What did Wanita say to Els because he wanted to postpone their date?
11. What did Els respond to Wanita?

TASK 4

Study the explanations below.

EXPRESSIONS OF THANKING

*More
formal*

↑
↓
*Less
formal*

EXPRESSING THANKS	RESPONSE
I'm very grateful for ...	You're welcome.
Thank you very much for ...	Don't mention it.
Thank you so much for ...	That's all right.
Thank you for ...	It was my pleasure.
That was nice of you. (Thank you.)	That's OK.
They're beautiful! But you didn't need to (give me anything).	But I wanted to.
Thanks a lot for ...	You're welcome.
I really appreciate (the invitation).	Sure.
Thanks!	It was nothing. What are friends for?
Thanks a million!	Don't worry about it. Forget it.



Situations

Formal: when you are talking with someone who is older than you (someone in the first meeting, your boss, your manager, etc).

Less Formal: when you are talking with someone who knows about you (your friend, your sister or brother, etc).

There are the most common situations that require thanks. In general, people thank someone for a gift, a favor, an offer of help, a compliment and a wish of success, asked about their health, an invitation, leaving a party or social gathering and for services.

Example:

Thanking for a gift

The person receiving the gift usually says three things:

- a) an expressions of thanks,
e.g. Mike: Oh, thank you!
- b) a compliment of a gift itself, showing that the recipient likes the gift,
e.g. Jack: It's beautiful. Thank you very much. I've always wanted a picture from Japan.
- c) a question related to the gift (its origin, use, maker, etc) to show interest in the gift,
e.g. Janie: oh, thank you! I just love roses! Are they from your garden?

TASK 5

Let's play a game.



"Throw the Ball" Game

The teacher asks the students to make a round. To start with, the teacher throws the ball to one of the students and initiates the expressions of thanking. Then, the student responds to and then throws the ball to his/ her friend.

TASK 6

Complete the dialogues below with relevant expressions and then act them out in pairs.

1. Arnys : Thank you very much for your kindness. I wouldn't be able to do that by myself.
Ruben : _____. You can call me any time you need me.



2. Marcell : I got A for my story telling assignment. You're the one who gave me the idea about the story I told the class. _____.
Anita : I'm glad it's helpful.

3. Adib : I have given the story book we bought yesterday to my sister. She loves the book you have chosen. That was really nice of you.
Ayu: _____. You know, most girls love to read romantic stories.



4. Retno : Thank you very much for lending me all of your story books. I have my niece stay at home all day long.
Virga : _____.

5. Andi : I was blessed for having you as my friend. You are always there when I need your help. _____.
Denias : It was the least I could do. That's what friends are for.



TASK 7

Complete the following dialogue with the suitable expressions in the box. Then, perform it in pairs.

Maya : Hey, Aji. Could you help me bring these books to Didi's class?
Aji : Yes, sure.
Maya : 1) _____
Aji : Any time.
Maya : By the way, have you heard the latest news about our school?
Aji : No, I haven't. What's that?
Maya : We won the first prize in the Drama Competition held by the local government.
Aji : 2) _____ I never know we have a good drama club.
Maya : Well, you have to change your perspective. Anyway, thanks for helping me.
Aji : 3) _____
Maya : So, let's go to the cafeteria. Let me buy you a drink.
Aji : Really? Thank you so much.



Thank you
Wow, fantastic!
My pleasure

TASK 8**Role play**

Choose one of these cards then make a dialogue based on the situations below. Act it out with your partner.

**SITUATION
CARD A**

Your classmate gives you a gift in your birthday. What will you say to him?

**SITUATION
CARD B**

Your mother gives you new dress. What will you say to her?

**SITUATION
CARD C**

Your classmate accompanies you to buy a book of foreign folktales. What will you say to him?

**SITUATION
CARD D**

Your sister helps you to take care of your novel collection. What will you say to her?

LESSON PLAN

School	: SMK PI AMBARUKMO SLEMAN
Grade/Semester	: X/ 2
Subject	: English
Text Type	: Transactional and Interpersonal
Topic	: Expressions of Congratulation
Language Skill	: Speaking
Time Allotment	: 2 x 45 minutes

A. STANDARD OF COMPETENCE

Expressing meanings in transactional and interpersonal conversations in the context of daily life

(Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks

kehidupan sehari-hari)

B. BASIC COMPETENCE

Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving expressions of thanking, compliment and congratulation

(Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-

hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat)

C. INDICATORS

a. Cognitive

- 1) Identifying the expressions of thanking in conversations carefully
- 2) Saying the expressions of thanking with the correct pronunciation accurately
- 3) Using the expressions of thanking in semi-guided speaking tasks in the form of pair work confidently, politely, and honestly

b. Psychomotor

- 1) Saying the expressions of thanking with the correct pronunciation accurately
- 2) Performing a semi-guided speaking task in the form of pair work confidently, politely, and honestly
- 3) Practicing the expressions of thanking confidently

c. Affective

- 1) Developing the characters of: a) cooperative, b) confident, e) polite, f) honest, g) careful, and h) caring in the designed speaking activities and tasks
- 2) Developing some other characters that are generated from the selected input text, such as: a) discipline, b) active, c) creative, d) being willing to take risk for learning, and f) obeying rules (obedient)
- 3) Developing communicative competence to survive in social interaction that involves: a) asking and answering questions, b) expressing thank, and c) communicating in polite manner

D. LEARNING OBJECTIVES

a. Cognitive

- 1) Being given a video and some stimulating questions, the students are capable of brainstorming certain expressions of thanking
- 2) Being given a model by the teacher, the students are able to say the expressions of thanking with the correct pronunciation, stress, and intonation accurately
- 3) Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of thanking carefully
- 4) Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of thanking in a semi-guided speaking activity in the form of pair work confidently, politely, and honestly.
- 5) Being given a game, the students are capable of practicing the expressions of thanking confidently
- 6) Being given some situation cues, the students are able to make a conversation that contain the expressions of thanking in the form of pair work carefully and confidently

b. Affective

Characters Development

Having been engaged in a learning-oriented process, the students are able to integrate and develop such positive character as cooperative, confident, polite, honest, and caring.

Communicative Competence

Having been engaged in a learning-oriented process, the students are able to integrate and develop such strategic competence for communicating in daily interaction as: a) asking and answering questions, b) expressing thank, and c) communicating in polite manner

E. LEARNING MATERIALS

A dialogue including expressions of congratulation, for example: *Attached (Appendix)*

Expressions of congratulation in the dialogue
"*Congratulations*"

Other Expressions of Congratulation

"*Please accept my warmest congratulations on your wedding day*"

"*Please accept my heartiest congratulations.*"

"*I must congratulate you on your success.*"

"*Congratulations on your promotion.*"

Responding to Congratulation

"*Thank you*"

"*Thanks*"

"*Thank you very much.*"

"*Thanks a lot,*"

F. TEACHING AND LEARNING METHOD: PPP (Presentation, Practice and Production)

G. TEACHING-LEARNING ACTIVITIES

- **Opening Activities**

- 1) Greeting

Teacher greets the students.

- 2) Checking attendance

Teacher checks the students' attendance.

- 3) Preparing class condition

Teacher prepares the class condition.

- 4) Lead in

Teacher gives the students apperception to attract their attention.

- a. Teacher shows a video of congratulation and celebration to the students.

- b. Teacher asks them about the things that can make them congratulate to others.

- **Main Activities**

Presentation

- 1) The students pronounce some words and find the meaning from each word.

Task 1

- 2) Teacher plays a video that contains a conversation about congratulation.
- 3) Teacher asks the students to guess and find the expressions of congratulation from the video. **Task 2**
- 4) Teacher asks the students some questions related to the video. **Task 3**
- 5) Teacher shows other expressions of congratulation.
- 6) Teacher pronounces the expressions of congratulation and the students repeat after her. **Task 4**

Practice

- 1) Teacher gives task to the students and asks them to complete dialogues with relevant expressions and then act them out in pairs. **Task 5**
- 2) Teacher asks the students to give the most appropriate expression and response of congratulation based on the situations. **Task 6**
- 3) Teacher asks the students to complete dialogue with the expressions in the box then, perform it with their partner. **Task 7**

Production

Teacher asks the students to make a group of three and then make a dialogue based on the given role cards. The students act their dialogues out in front of the class. **Task 8**

- **Closing Activities**

- 1) Summarizing
Teacher and the students summarize the lesson.
- 2) Reflection
Teacher and the students do a reflection.
- 3) Further guidance
Teacher gives the students homework.
- 4) Leave taking
Teacher ends the lesson.

H. LEARNING RESOURCES

- Laptop and LCD projector
- Video from <http://youtu.be/bn23Ck47Eog>
- Blundell Jon, Higgins Jonathan, and Middlemiss Nigel. 1982. *Function in English*. Hong Kong: Oxford University Press.
- Dody Achmad, A. Sugeng, and Effendi. 2008. *Developing English Competencies for Grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

- Priyana Joko, Arnys Rahayu Irjayanti, and Virga Renitasari. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

I. ASSESSMENT

a. Assessment Indicators

Indicator	Type of Activity/ Task	Technique of Task Delivery	Instrument
Identifying the expressions of congratulation from the conversation	Fluency & Accuracy based speaking task	Question - answer	Identify the expressions of congratulation and how to respond it from the video.
Brainstorming certain expressions of congratulation related to the questions given	Fluency & Accuracy based speaking task	Question - answer	Answer the questions orally!
Using the expressions of compliment in pair work	Fluency & Accuracy based speaking task	Pair work	Complete the dialogues below with relevant expressions and then act them out in pairs.
Using the expressions of congratulation based on the picture cues in the form of pair work	Fluency & Accuracy based speaking task	Pair work	Give the most appropriate expression and response of congratulation based on the pictures given.
Filling in missing gaps the expressions of congratulation in pair work	Fluency & Accuracy based speaking task	Pair work	In pairs, complete the following dialogue with the suitable expressions in the box. Then, perform it with your partner.
Using the expressions of congratulation in the conversation in the form of group	Fluency & Accuracy based speaking task	A group of three	Role play Choose one of these role play cards then make a dialogue based on the situations. Act it out in a group of three.

b. Speaking Assessment Rubric

a) Speaking Assessment Rubric

No	Description	Status (Band)	Range of Score
1-4	Speaking fluently with accurate grammar, diction and pronunciation.	Great (5)	86 – 100
	Speaking with occasional hesitations although the hesitations do not interfere with communication, demonstrating correct grammar, vocabulary, and pronunciation.	Good (4)	71 – 85
	Speaking hesitantly because of rephrasing and searching for words, making some grammatical, pronunciation, and vocabulary mistakes.	Okay (3)	56 – 70
	Producing disconnected speech (speaking in single-word utterances and short patterns), making many mistakes of grammar, vocabulary, and pronunciation.	Poor (1-2)	≤ 55

b) Character Observation Checklist

No	Indicator of Character Development	Qualitative value	Keterangan
1.	Politeness		
	a. Using many politeness expressions (please, thanks, etc.)	Having been internalized	Membudaya Konsisten
	b. Using politeness expressions (please, thanks, etc.) many times	Starting to develop	Mulai Berkembang
	c. Using politeness expressions (please, thanks, etc.) one or two times	Starting to appear	Mulai Terlihat
	d. Never using politeness expressions (please, thanks, etc.)	Not even emerging yet	Belum Terlihat
2.	Cooperative		
	a. Showing the ability and the willingness to cooperate consistently	Having been internalized	Membudaya Konsisten
	b. Showing the willingness to cooperate frequently	Starting to develop	Mulai Berkembang
	c. Showing the symptoms to be willing to cooperate with peers	Starting to appear	Mulai Terlihat
	d. Does not show the symptoms to be willing to cooperate	Not even emerging yet	Belum Terlihat

	with peers yet		
3.	Self confident		
	a. Speaking confidently, managing eye contact to communicate with peers, empowering natural body language naturally	Having been internalized	Membudaya Konsisten
	b. Speaking quite hesitantly, avoiding eye contact when communicating with peers, empowering less natural body language	Starting to develop	Mulai Berkembang
	c. Speaking with frequent hesitation, avoiding eye contact when communicating frequently, empowering less natural body language	Starting to appear	Mulai Terlihat
	d. Speaking in hesitation, failing to utilize eye contact for communication, the use of the body language is not natural at all	Not even emerging yet	Belum Terlihat

Yogyakarta, May , 2013

Researcher

Muhammad Imam M
NIM : 08202244019



TASK 1

Pronounce some words in the table below and find the meaning. You may open your dictionary.

Words	Pronunciation	Meaning
1. Congratulation	/kən,græt.ju'leɪ .ʃ ə n/	
2. Curious	/'kjʊə.ri.əs/	
3. engagement	/ɪn'geɪdʒ.mənt/	
4. marriage	/'mæɪ.ɪ dʒ	
5. polite	/pə'laɪ t/	
6. relationship	/rɪ 'leɪ .ʃ ə n.ʃɪ p/	



Conversation transcript from the video

Situation : Maria meets John at the office and they are talking about Maria's engagement. John congratulates her.

John : You seem very happy today.
Maria : Yes, I am. You are my best friend. I want to share good news with you.
John : What is that? I'm curious to know.
Maria : My parents have found a suitable match for me. I'm going to be engaged now.
John : **Congratulations.** When is the engagement?
Maria : It is on the coming Sunday.
John : Good. What is the man's job?
Maria : He is a business man.
John : What kind of business does he do?
Maria : He has a garment.
John : Where does he live?
Maria : He lives near my house.
John : Do you love him?
Maria : I have already told you my parents have found him.
John : What does he look like?
Maria : He is handsome and tall man. He has good personality. He is educated. He is polite. He doesn't smell pour drink.
John : Have you done shopping for engagement?
Maria : No, I will go for shopping with him tomorrow but now I have to go to meeting.



Video from <http://youtu.be/bn23Ck47Eog>

TASK 2

Identify the expressions of congratulation from the video.

TASK 3

Answer these questions orally.



1. How many persons are there in the video? Who are they?
2. What is the relationship between them?
3. Where do you think the setting of the video?
4. What do you think the conversation is about?
5. What kind of expression that is used in the conversation?
6. What does John say to congratulate Maria?

TASK 4

Study the explanations below.

EXPRESSIONS OF CONGRATULATION

EXPRESSIONS	RESPONSE
Please accept my heartiest congratulations.	Thank you.
I must congratulate you on your success.	Thanks.
Congratulations on your (promotion).	Thank you very much.
Congratulation!	Thanks a lot.
Well done.	
Fantastic!	
Terrific!	



TASK 5

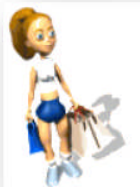
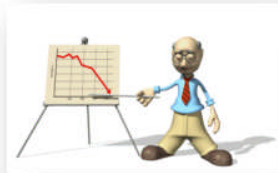
Complete the dialogues below with relevant expressions and then act them out in pairs.

1. Ruben : Congratulations on getting a free coupon to borrow movies from 'Nemo' DVD rental.
Anita : _____



2. Adib : I like your job. Congratulations you will be the manager now.
Denias : _____

3. Arnys : _____ everybody in the club loves your work.
Marcell : Thank you.
Arnys : Where did you get the idea?
Marcell : A scene in The Lord of The Rings inspired me.



4. Retno : I saw your performance on TV yesterday. _____ you have impressed the jury.
Andi : Thanks. I worked hard to prepare everything.

5. Virga : It seems that your diet programme works on you. You're looking good.
Fanya : _____



TASK 6

Give the most appropriate expression and response of congratulation based on the pictures below.

		
You congratulate Valent because she got promoted in her job.	You congratulate your sister for her birthday.	You congratulate Prita for being best in the graduation day.
		
Rio becomes the best football player in that collage.	Your friends become the winner for the debate competition.	Dina is the winner of singing competition in Independent day.
		
You congratulate your sister for her wedding.	You congratulate your father for his birthday	Lynda is the winner of poetry in her collage.

TASK 7

In pairs, complete the following dialogue with the suitable expressions in the box. Then, perform it with your partner.

- * Congratulations!
- * What a nice red sweater!
- * You're looking good.
- * I like your ribbon.

Retno : Hi, Anita. 1) _____
Anita : It's nice of you to say so.
Retno : I've never seen you in that sweater. Is that new?
Anita : Well, my sister bought me this sweater yesterday.
Retno : I see.
Anita : Anyway, 2) _____ It makes you look sweet.
Retno : Oh, not really. Look, Virga is coming!
Anita : Hi, Virga. 3) _____ Who did your haircut?
Virga : Thanks. My Mom did it.
Retno : By the way, I heard you won a quiz on the radio yesterday.
4) _____
Virga : Thank you.

TASK 8**Role play**

Choose one of these role play cards then make a dialogue based on the situations below. Act it out in a group of three.

ROLE CARD A

You and your close friend congratulate your classmate who gets the best mark on the Drama class.

ROLE CARD B

Your brother wins a free ticket to watch Hillary Duff's concert in Singapore. You and your mother congratulate him.

ROLE CARD C

Your cousin wins the first prize on the Movie Festival. You and your sister congratulate him.

LESSON PLAN

School	: SMK PI AMBARUKMO SLEMAN
Grade/Semester	: X/ 2
Subject	: English
Text Type	: Transactional and Interpersonal
Topic	: Expressions of Compliment
Language Skill	: Speaking
Time Allotment	: 2 x 45 minutes

A. STANDARD OF COMPETENCE

Expressing meanings in transactional and interpersonal conversations in the context of daily life

(Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks

kehidupan sehari-hari)

B. BASIC COMPETENCE

Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving expressions of thanking, compliment and congratulation

(Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-

hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat)

C. INDICATORS

a. Cognitive

- 1) Identifying the expressions of thanking in conversations carefully
- 2) Saying the expressions of thanking with the correct pronunciation accurately
- 3) Using the expressions of thanking in semi-guided speaking tasks in the form of pair work confidently, politely, and honestly

b. Psychomotor

- 1) Saying the expressions of thanking with the correct pronunciation accurately
- 2) Performing a semi-guided speaking task in the form of pair work confidently, politely, and honestly
- 3) Practicing the expressions of thanking confidently

c. Affective

- 1) Developing the characters of: a) cooperative, b) confident, e) polite, f) honest, g) careful, and h) caring in the designed speaking activities and tasks
- 2) Developing some other characters that are generated from the selected input text, such as: a) discipline, b) active, c) creative, d) being willing to take risk for learning, and f) obeying rules (obedient)
- 3) Developing communicative competence to survive in social interaction that involves: a) asking and answering questions, b) expressing thank, and c) communicating in polite manner

D. LEARNING OBJECTIVES

a. Cognitive

- 1) Being given a video and some stimulating questions, the students are capable of brainstorming certain expressions of thanking
- 2) Being given a model by the teacher, the students are able to say the expressions of thanking with the correct pronunciation, stress, and intonation accurately
- 3) Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of thanking carefully
- 4) Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of thanking in a semi-guided speaking activity in the form of pair work confidently, politely, and honestly.
- 5) Being given a game, the students are capable of practicing the expressions of thanking confidently
- 6) Being given some situation cues, the students are able to make a conversation that contain the expressions of thanking in the form of pair work carefully and confidently

b. Affective

Characters Development

Having been engaged in a learning-oriented process, the students are able to integrate and develop such positive character as cooperative, confident, polite, honest, and caring.

Communicative Competence

Having been engaged in a learning-oriented process, the students are able to integrate and develop such strategic competence for communicating in daily interaction as: a) asking and answering questions, b) expressing thank, and c) communicating in polite manner

E. LEARNING MATERIALS

A dialogue including expressions of compliment, for example: *Attached* (Appendix)

Expressions of compliment in the dialogue

"I really like your watch."

"Nice"

"Very nice"

Responding to compliment in the dialogue

"Thank you"

Other Expressions of Compliment

"That's a lovely cake."

"That was a nice lunch."

"You look good in that dress."

"What a lovely garden."

"You're really a good cook."

"Fantastic!"

Responding to Compliment

"Thank you"

"I'm glad you enjoyed it"

"Thanks. Do you really think so?"

"Thank you very much. It's nice of you to say so."

"I'm glad you like it."

"Thanks a lot,"

Three ways to give a compliment:

1. By saying something nice about the object
2. By asking how the person made it or where it was bought (but not how much it cost)
3. By asking for another look or another serving, if it is food.

In certain case, you may accept the compliment but deny what the person has said to compliment you. Some people do this to appear modest:

Example:

Friend : That was a great dinner. You must have spent all day cooking.

You : Thanks. But it really only took an hour.

F. TEACHING AND LEARNING METHOD: PPP (Presentation, Practice and Production)

G. TEACHING-LEARNING ACTIVITIES

- **Opening Activities**

- 1) Greeting
Teacher greets the students.
- 2) Checking attendance
Teacher checks the students' attendance.
- 3) Preparing class condition
Teacher prepares the class condition.
- 4) Lead in
Teacher gives the students apperception to attract their attention.
 - a. Teacher asks the students about the pictures in the presentation slide.
 - b. Teacher asks them in what occasions they do a kind of compliment.

- **Main Activities**

Presentation

- 1) The students pronounce some words and find the meaning from each word.

Task 1

- 2) Teacher plays a video that contains a conversation about compliment.
- 3) Teacher asks the students to identify the expressions of compliment from the video.

Task 2

- 4) Teacher asks the students some questions related to the video. **Task 3**
- 5) Teacher shows other expressions of compliment and explains the usage.
- 6) Teacher pronounces the expressions of compliment and the students repeat after her.

Task 4

Practice

- 1) Teacher gives task to the students and asks them to find some expressions and responses of compliments from another video. **Task 5**
- 2) Teacher asks the students to give appropriate expressions and responses based on the given pictures. **Task 6**
- 3) Teacher asks the students to match the appropriate expressions and the situations.
Then, teacher asks them to say it orally. **Task 7**
- 5) Teacher leads the students to play "Survey" game. **Task 8**
- 6) *Production*

Teacher asks the students to make a group of three and then asks them to make a dialogue based on the situation cards. The students act their dialogues out in front of the class. **Task 9**

- **Closing Activities**

- 1) Summarizing
Teacher and the students summarize the lesson.
- 2) Reflection
Teacher and the students do a reflection.
- 3) Further guidance
Teacher gives the students homework.
- 4) Leave taking
Teacher ends the lesson.

H. LEARNING RESOURCES

- Laptop, LCD projector and speaker
- Pictures
- Video from <http://youtu.be/ajk83JjJWDg> and <http://youtu.be/D2V2Qd5g7qc>
- Blundell Jon, Higgins Jonathan, and Middlemiss Nigel. 1982. *Function in English*. Hong Kong: Oxford University Press.
- Dody Achmad, A. Sugeng, and Effendi. 2008. *Developing English Competencies for Grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Priyana Joko, Arnys Rahayu Irjayanti, and Virga Renitasari. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

I. ASSESSMENT

a. Assessment Indicators

Indicator	Type of Activity/ Task	Technique of Task Delivery	Instrument
Identifying the expressions of compliment from the conversation	Fluency & Accuracy based Speaking task	Question answer	Identify the expressions of compliment and how to respond it from the video.
Brainstorming certain expressions of compliment related to the questions given	Fluency & Accuracy based speaking task	Question answer	Answer the questions orally!
Finding some expressions and response of	Fluency & Accuracy based	Discussion	Find some expressions and responses of compliment from this video. Then, say them orally.

compliment from another input text	speaking task		
Using the expressions of compliment in with regard to the pictures given	Fluency & Accuracy based speaking task	Pair work	Give the most appropriate expressions of compliment based on the given pictures.
Using the expressions of compliment in with regard to the situations given	Fluency & Accuracy based Speaking task	Pair work	Match the following expressions into the appropriate situation. Then, say it orally.
While interacting with the whole class to do a survey game, the students take turns expressions of compliment	Fluency & Accuracy based Speaking task	Survey game	Teacher asks the students to make a group of three. Students give their friends compliment. The other students respond it. Then, put the information in the table. Students report the result to the class.
Using the expressions of compliment in the conversation in the form of group	Fluency & Accuracy based speaking task	A group of three	Work in group of three. Act out a dialogue based on one of the situation cards. Use the expressions of compliment.

b. Speaking Assessment Rubric

a) Speaking Assessment Rubric

No	Description	Status (Band)	Range of Score
1-4	Speaking fluently with accurate grammar, diction and pronunciation.	Great (5)	86 – 100
	Speaking with occasional hesitations although the hesitations do not interfere with communication, demonstrating correct grammar, vocabulary, and pronunciation.	Good (4)	71 – 85
	Speaking hesitantly because of rephrasing and searching for words, making some grammatical, pronunciation, and vocabulary mistakes.	Okay (3)	56 – 70
	Producing disconnected speech (speaking in single-word utterances and short patterns), making many mistakes of grammar, vocabulary, and pronunciation.	Poor (1-2)	≤55

b) Character Observation Checklist

	Indicator of Character Development	Qualitative value	Keterangan
1.	Politeness		
	a. Using many politeness expressions (please, thanks, etc.)	Having been internalized	Membudaya Konsisten
	b. Using politeness expressions (please, thanks, etc.) many times	Starting to develop	Mulai Berkembang
	c. Using politeness expressions (please, thanks, etc.) one or two times	Starting to appear	Mulai Terlihat
	d. Never using politeness expressions (please, thanks, etc.)	Not even emerging yet	Belum Terlihat
2.	Cooperative		
	a. Showing the ability and the willingness to cooperate consistently	Having been internalized	Membudaya Konsisten
	b. Showing the willingness to cooperate frequently	Starting to develop	Mulai Berkembang
	c. Showing the symptoms to be willing to cooperate with peers	Starting to appear	Mulai Terlihat
	d. Does not show the symptoms to be willing to cooperate with peers yet	Not even Emerging yet	Belum Terlihat
3.	Self confidence		
	a. Speaking confidently, managing eye contact to communicate with peers, empowering natural body language naturally	Having been internalized	Membudaya Konsisten
	b. Speaking quite hesitantly, avoiding eye contact when communicating with peers, empowering less natural body language	Starting to develop	Mulai Berkembang
	c. Speaking with frequent hesitation, avoiding eye contact when communicating frequently, empowering less natural body language	Starting to appear	Mulai Terlihat
	d. Speaking in hesitation, failing to utilize eye contact for communication, the use of the body language is not natural at all	Not even emerging yet	Belum Terlihat

Yogyakarta, May ,2013
Researcher

Muhammad Imam M
NIM : 08202244019



SPEAKING

LEAD-IN

Listen and watch a video clip that will be played by your teacher.



TASK 1

Pronounce some words in the table below and find the meaning. You may open your dictionary.

	Words	Pronunciation	Meaning
1.	compliment	/ˈkɒm.plɪ.mənt/	
2.	clinch	/klɪn tʃ/	
3.	modest	/ˈmɒd.ɪ st/	
4.	outfit	/ˈaʊt.fɪ t/	
5.	fashionable	/ˈfæʃ . ə n.ə.bl ɪ/	
6.	graduation	/ˌgrædʒ .uˈeɪ .ʃ ə n/	



Conversation transcript from the video

Situation : Jane and Chris are at the office. They are talking about Chris's watch. Jane gives compliment to him.



Chris : Hi, Jane.
Jane : Hi, Chris. Oh . . . **I really like your watch.**
Chris : Thanks. My Dad gave it to me as a present.
Jane : **Nice**
Chris : It was for 23th birthday on my graduation.
Anyway, it was a present and my favorite one. I never see the color like that.
Jane : **Very nice**

TASK 2

Identify the expressions of compliment and how to respond it from the video.

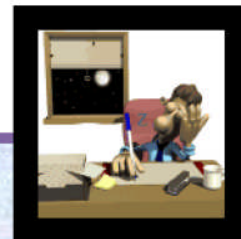
TASK 3

Answer the questions orally!

1. How many persons are there in the video? Who are they?
2. What is relationship between them?
3. Where do you think the setting of the video is?
4. What do you think the conversation is about?
5. What does Jane say when she sees Chris's watch in the first time?
6. What does Chris respond?
7. What the story Chris is watching?
8. Does Chris like the story so much?

TASK 4

Study the explanations below.

**EXPRESSIONS OF COMPLIMENT**

EXPRESSIONS	RESPONSES
That's a lovely cake.	I'm glad you like it.
That was a nice lunch.	Thank you so much.
You look good in that dress.	Really? Thanks.
What a lovely garden.	Thanks.
You're really a good cook.	Thank you very much. It's nice of you to say so.
You've done a great job.	Thanks a lot.
You did it very well.	Thank you very much for saying so.
You're doing great.	Oh, thanks.
Well done.	Oh, not really.
Fantastic!	Oh, there's nothing to it, actually.

Three ways to give a compliment:

1. By saying something nice about the object
2. By asking how the person made it or where it was bought (but not how much it cost)
3. By asking for another look or another serving, if it is food.

In certain case, you may accept the compliment but deny what the person has said to compliment you. Some people do this to appear modest:

Example:

Friend : That was a great dinner. You must have spent all day cooking.
You : Thanks. But it really only took an hour.

Friend : Wow, this is really a nice place.
You : Aw, thanks, but it's really nothing great.

TASK 5

Find some expressions and responses of compliments from this video. Then, say them orally.

Situation: The man and the woman are at the office. The man compliments the woman.

Man : Good morning

Woman: Morning

Man : By the way, **I just want to say well done on clinching that deal.**

Woman: Oh, thanks. It wasn't too difficult.

Man : **You're being modest! You did very well.**

Woman: Thank you

Man : **You're a great manager, you know.**

Woman: Do you think so?

Man : Oh... yeah.

Woman: I appreciate that.

(pause)

Man : Have you cut your hair?

Woman: Oh yes, I did actually. Thanks for noticing

Man : Where did you get it done?

Woman: Oh, just that place on the high street.

Man : **They did a great job and it looks great with the outfit.**

Woman: Do you think so?

Man : Oh yeah. **Very ... Fashionable.**

Woman: Oh, it's just an old thing.

Man : Well. **You've got a great sense of style.**

Woman: Thank you, you too.

Man : Thank you.

(pause)

Man : **Nice perform, too. Is that dream?**

Woman: Well, yes it is, actually.

Man : **You wear it well.**

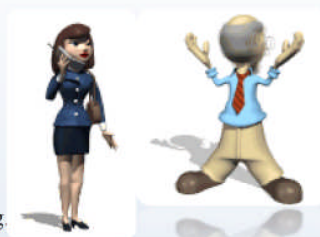
Woman: I'm flattered.

Man : My pleasure

Woman: Listen, do you want something?

Man : No, I'm just being polite. You know.

Woman : Hmmmmm



TASK 6

Give the most appropriate expressions of compliment based on the pictures below.



Randy gives a compliment for Dina's new hair cut.



Your Mom is complementing your brother for his Mathematics mark.



Shanon is showing her new dress. Danny and Ryan give a compliment to her.



Rico gives a compliment to Sherly who is drawing a nice picture.

TASK 7

Match the following expressions into the appropriate situations. Then, say it orally.

Expressions	Situations
1. What a nice dress!	a. You compliment someone on their appearance.
2. You look great!	b. You say nice thing about your friends' dress.
3. You're looking glamorous.	c. Your colleague is very fashionable and well dress.
4. Fantastic!	d. Your friend has just passed an important exam.
5. Well, Done!	e. You compliment your brother for his new car.
6. Thank you very much for your compliment.	f. You give response to your friend compliment.

TASK 8

Let's play a game.

***"Survey" Game***

Teacher asks the students to make a group of three. Students give their friends compliment. The other students respond it. Then, put the information in the table. Students report the result to the class.

Name of student	Compliment	Respond
1.		
2.		
3.		

TASK 9

Role play

Work in group of three. Act out a dialogue based on one of the following situations. Use the expressions of compliment.

SITUATION CARD A

Your friend plays the piano well.
What will you and your friend say to him?

SITUATION CARD B

Your friend cooks delicious meal.
What will you and your friend say to her?

SITUATION CARD C

Your friend plays the chess well.
What will you and your friend say to him?

3. INTERVIEW GUIDELINES AND INTERVIEW TRANSCRIPTS

Interview Guidelines

These guidelines list the questions or issues to be explored during the interviews which were conducted in the reconnaissance process and during the implementation of the actions.

1. In the Reconnaissance

Interviewee: English Teacher

Questions:

- 1) Dapatkah Ibu jelaskan proses belajar dikelas yang Ibu ampu?
- 2) Bagaimana kemampuan komunikasi bahasa Inggris siswa kelas X?
- 3) Menurut Ibu, kendala apa yang signifikan dalam mengajar speaking?
- 4) Apa saja yang bapak lakukan untuk mengatasi kendala tersebut?
- 5) Media apakah yang biasanya dipakai dalam mengajar speaking?

Interviewee: Students

Questions:

- 1) Menurut Adik, bahasa Inggris itu gampang atau susah?
- 2) Kesulitan apa yang dihadapi dalam belajar bahasa Inggris?
- 3) Apakah Ibu Guru selalu menjadi contoh ketika mengucapkan kata atau melakukan percakapan di kelas?
- 4) Media apa yang biasanya dipakai di kelas saat belajar speaking?
- 5) Menurut Mbak, media yang dipakai harus yang seperti apa agar belajar jadi lebih menarik?
- 6) Kegiatannya apa saja ketika belajar speaking di kelas?

2. During the Implementation

Cycle 1

Interviewee: English Teacher

Questions:

- 1) Bagaimana penilaian Ibu pada kemampuan siswa di cycle 1?
- 2) Kekurangannya apa saja di cycle 1?
- 3) Kemajuannya apa saja yang dicapai siswa?
- 4) Apakah saran Ibu untuk cycle berikutnya?

Interviewee: Students

Questions:

- 1) Apakah pendapat adik mengenai kegiatan di kelas ini?
- 2) Apakah Adik menyukai belajar speaking dengan video? Mengapa?
- 3) Apa dengan menonton video dapat membantu belajar speaking?

Cycle 2

Interviewee: English Teacher

Questions:

- 1) Bagaimana penilaian Ibu di cycle 2?
- 2) Apa saja kekurangan di cycle 2?
- 3) Apakah kelebihan di cycle 2 ini?
- 4) Kemajuan apa saja yang dicapai siswa?
- 5) Apakah saran Ibu untuk kegiatan semacam ini?

Interviewee: students

Questions:

- 1) Apakah pendapat adik mengenai kegiatan di kelas ini?
- 2) Apakah Adik menyukai belajar speaking dengan video? Mengapa?
- 3) Apa dengan menonton video dapat membantu belajar speaking?
- 4) Apakah kesan adik dalam belajar speaking dengan video.

Interview transcript 1

1st meeting

R : Researcher

S1 : Student1

S2 : Student2

R : Bagaimana dialognya? Mudah kan?

S1 : Susah mas... nanti pas maju, kertasnya boleh dibawa kan?

R : Ya, tapi nggak semua dibaca lho, harus dihafalkan, tadi kan sudah diberi contoh

S1 : Iya mas ini lagi nyoba ngafalin

R : Bagaimana dengan Luqman? Mudah kan dialognya

S2 : Lumayan mas... tapi aku ga bisa ngafalin.

R : Nggak apa-apa, coba dihafalkan dulu saja.

Interview transcript 2

1st meeting

R: Researcher

S: Student

R : Permisi, mau tanya-tanya sebentar, boleh ya? menurutmu bagaimana pelajarannya tadi?

S : Lumayan asyik mas pelajarannya. Aku jadi cepat paham sama materinya.

R : Kok bisa? Kok bisa cepet paham?

S : Ya kan pakai video tadi,jadi menyenangkan. Gak ngebosenin.
R : Ooo, gitu... Kalau teman yang lain gimana tadi?
S : Ya kayaknya mereka juga suka, gak kaya biasanya. disuruh maju aja susah.
R : Sip kalo gitu, terima kasih.
S : Sama-sama mas

Interview transcript 3

2nd meeting

R: Researcher

S: Student

R : Gimana videonya tadi?
S : Lumayan asyik mas. Kita langsung bisa menerapkannya di depan kelas.
R : Jadi berani?
S : Iya mas kan mau gak mau kita tetep harus maju. Asyik e mas kalau pakai video.

Interview transcript 4

2nd meeting

R: Researcher

S: Student

R : Siang, bisa ganggu sebentar?
S : Ya mas

- R : Gini, menurut kamu, gimana aktifitas tadi?
- S : Wah asyik mas.
- R : Kenapa kok merasa asyik?
- S : Soalnya pake video seru jadi bisa lebih jelas percakapannya.
- R : Tapi tadi ngrasa PD gak pas diminta maju?
- S : Awalnya nggak mas, tapi lama-lama jadi PD kok.

Interview transcript 5

2nd meeting

R: Researcher

S: Student

- R : Menurut ibu penggunaan media audio-video tadi gimana ya?
- T : Sangat berguna mas. Poin yang terpenting adalah video dapat menarik perhatian dari siswa mas. Kalau siswa udah tertarik dengan medianya tentunya siswa lebih fokus dan semangat beljarnya.
- R : Menurut bu Esti, setelah saya menggunakan media video, classroom English dan reward, apakah ada perkembangan pada speaking skill anak?
- T : Beberapa siswa sudah mulai tertarik mas, tapi masih ada beberapa yang diam saja di kelas, kan baru dua kali? Lihat besok diakhir saja, waktu post test itu lho, pasti kelihatan. Tetapi, anak-anak sekarang sudah pintar bilang kata-kata memakai bahasa Inggris.
- R : Ya bu, itu berarti classroom Englishnya sudah lumayan sukses hehe.

Interview transcript 6

3rd meeting

R: Researcher

S: Student

R : Sekarang mas mau tanya sama mbak Sinta, Lia & Rury. Apa to yang paling sulit saat belajar menggunakan video tadi?

S1 : Susah bacanya. Salah terus.

R : OK, kalo mbak Lia? S2: Iya mas, sama. Apalagi baca kata-kata yang susah.

S3 : Kata-katanya banyak yang nggak tahu cara bacanya, aneh sih..tulisan sama bacanya beda.

Interview transcript 7

3th meeting

R: Researcher

S: Student

R : Gimana pas maju tadi?

S : Haha.. bikin tegang.

R : Lha kenapa?

S : Nunggu giliran mas. Khan tadi deg-degan aja nunggu giliranku.

R : Oh..tapi mudah gak tadi?

S : Mudah mas, kita jadi tau informasi apa yang diomongin sama temen. He he.

R : OK, terimakasih.

Interview transcript 8

3th meeting

R: Researcher

S: Student

R : Menurutmu, gimana aktifitas tadi?

S : Asyik mas, tapi sempat gag mudeng gimana jawabnya, tapi setelah lihat temen-temen yang udah jawab, jadi mudeng mas.

R : Apa yang kamu dapat dari aktifitas tadi?

S : Cara meminta maaf dalam bahasa inggris mas.

R : Berarti dah mudeng to?

S : Iya mas.

Interview transcript 9

3rd meeting

R: Researcher

S: Student

R : Gimana tadi kegiatannya?

S : Wah, asyik mas, temen-temen bisa aktif dan terlibat dengan kegiatan tadi.

R : Emang biasanya gimana?

S : Wah mas biasanya tu pada nggak peduli sama pelajaran bahasa Inggris, aku juga..hehe

R : Gitu ya? Sekarang jadi enak kan pelajarannya?

S : Ya, lumayan mas..dari pada biasanya hehe

R : Jadi suka bahasa Inggris nggak?

S : Suka, tapi dikit.. masih susah.

R : Belajar lagi, besok masih pake video lagi lho.

S : OK, gapapa mas..aku malah suka

R : Kalau terus-terusan jelas bosen besok.

S : Yang bikin bosen tu kalo nyatet terus mas.

R : Ya besok minta ke bu guru jangan nyatet terus.

S : Iya..hehe

Interview transcript 10

3rd meeting

R: Researcher

S: Student

R : halo dik..

S : iya mas.

R : kamu suka bahasa inggris ga?

S : sebenarnya sih suka mas tapi tu susah

R : Susahnya dimana dik?

S : banyak mas, suka ga tau artinya

R : terus usaha kamu biar bisa tau artinya gimana?

S : ya kadang tanya sama temen mas, kalo ga ya buka kamus, hehe

R : memangnya kegitaan seperti apa sih yang kamu suka kalo lg pelajaran bahasa inggris?

S : ya yang kayak mas tadi itu, serius tapi ada bercandanya juga mas.

Interview transcript 11

3rd meeting

R: Researcher

S: Student

R : Mas semua,tak tanya bentar. Tiga kali pertemuan ini kan mas udah ngasih soal-soal sama video. Terus belajar bicara bahasa Inggris dikelas, terus ngasih hadiah, jadi enak nggak belajar bahasa Inggrisnya

S : Iya mas. Jadi enak yang belajar Inggris, tapi tetep susah.

R : Kalo mbak Mega gimana

S : Inggris kan memang susah mas.

R : Makanya, sekarang mas buat mudah dan enak to?

S : Iya mas, jadi lumayan asyik.

Interview transcript 12

4th meeting

R: Researcher

S: Student

R : Permissi minta waktunya sedikit ya, mau tanya

- S : Ya mas, priapun?
- R : Menurutmu gimana aktivitasnya tadi?
- S : Menyenangkan mas.
- R : Maksudnya gimana?
- S : Ya temen-temen pada ikut gabung gitu dengan aktivitas tadi dan berani maju walaupun awalnya terpaksa.
- R : Jadi mereka terlibat dalam kegiatan tadi tadi, gitu?
- S : He em mas, biasanya cuma sebagian yang mau maju ke depan kelas.
- R : Terus?
- S : Moga-moga aja bu guru besok pake video terus, hehe

Interview transcript 13

4th meeting

R: Researcher

S: Student

- R : Gimana tadi kegiatannya?
- S : Wah, asyik mas, temen-temen bisa aktif dan terlibat dengan kegiatan tadi.
- R : Emang biasanya gimana?
- S : Wah mas biasanya tu pada nggak peduli sama pelajaran bahasa Inggris, hehe

4. SPEAKING RUBRIC & SCORES

SPEAKING RUBRIC

Scores	Aspects				
	Grammar	Fluency	Pronunciation	Vocabulary	Comprehension
5	Grammatical and lexical accuracy are extremely high	Speak fluently without hesitation or searching for words	Very clear, stress and intonation help to make meaning clear	Effective words choice	Understand everyday conversation at normal speech
4	Quite accurate; some errors, but meaning is always clear	Some hesitations and sometime has to search for words	Generally clear; reasonable control of stress and intonation	Mostly effective words choice	Understand nearly everything at normal speech. Although occasional repetition may be necessary.
3	Frequent errors; meaning is not always clear	Quite hesitant, limited range of vocabulary and structure	Frequent errors; not always clear enough to understand	Frequently errors in words choice	Understand most of what is said at slower speed with repetition
2	Very frequent errors; difficulty in making meaning clear	Extremely hesitant; very limited range of language available	Very frequent errors; often very difficult to	Ineffective words choice	Difficult to understand what is said. Able to comprehend only social conversation spoken slowly and with frequent repetition
1	Almost unable to communicate	Almost unable to communicate	Almost unable to communicate	Almost unable to communicate	Almost unable to understand even simple conversation

Adapted from Brown (2001:406-407)

PRE-TEST SCORES

Class X AP 2

Name	Grammar			Vocabulary			Comprehension			Fluency			Pronunciation			Total		
	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A
Lia Liviana	2	2	2	3	2	2.5	2	2	2	2	2	2	3	2	2.5	12	10	11
Luqman Falah	2	2	2	3	2	2.5	2	2	2	2	2	2	2	3	2.5	11	11	11
Marinda Wigustin	3	2	2.5	3	3	3	3	3	3	2	2	2	3	2	2.5	14	12	13
Mega Nastiti Putri	2	2	2	3	3	3	3	3	3	2	2	2	2	3	2.5	12	13	12.5
Michael Hindriyanto	3	3	3	3	3	3	3	3	3	2	2	2	3	2	2.5	14	13	13.5
M. Irfan Aminuddin	2	2	2	3	2	2.5	3	3	3	2	2	2	2	2	2	12	11	11.5
Neneng Sudaryati	2	3	2.5	3	2	2.5	3	2	2.5	2	2	2	2	2	2	12	11	11.5
Nesya Meistilia	2	2	2	3	2	2.5	2	2	2	2	2	2	3	3	3	12	11	11.5
Nur Ika Sarasati	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2.5	14	15	14.5
Rio Helmy Afrizal	2	2	2	3	2	2.5	3	2	2.5	2	2	2	2	2	2	12	10	11
Rita Sulistiana	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	15	15
Rury Widya P.	2	2	2	3	2	2.5	3	3	2	2	2	2	3	2	2.5	13	11	12
Santi Suci Rahayu	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10	10	10
Sapta Galang W.	3	3	3	3	3	3	2	2	2	2	2	2	3	3	3	13	13	13
Septika Lestari P.	2	3	2.5	2	3	2.5	3	3	3	2	2	2	3	3	3	12	14	13
Shinta Dewi R.	2	2	2	3	3	3	2	2	2	2	2	2	2	2	2	11	11	11
Vita Okti Latifah	2	2	2	3	2	2.5	3	2	3	2	2	2	3	2	2.5	13	10	11.5

Widiyanto	2	2	2	3	3	3	3	3	3	2	2	2	3	3	3	13	13	13
Yeni	3	2	2.5	3	2	2.5	2	2	2	2	2	2	2	3	2.5	12	11	11.5
Yoga Kurniawan P	2	2	2	3	3	3	3	3	3	2	2	2	3	3	3	13	13	13
Yudihistira Tulas A.	2	2	2	3	3	3	2	3	2.5	2	2	2	2	2	2	11	12	11.5
Yulius Andrio U.	2	2	2	3	3	3	2	2	2.5	2	2	2	2	2	2	11	11	11
Suprihatin	3	2	2.5	3	3	3	2	2	2.5	2	2	2	3	3	3	13	12	12.5
Total	53	54	53.5	67	59	63	59	55	57	48	48	48	58	57	57.5	285	273	279
Mean Score	2.3			2.7			2.5			2.1			2.5			12.1		

POST-TEST SCORES

Class X AP 2

Name	Grammar			Vocabulary			Comprehension			Fluency			Pronunciation			Total		
	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A	R	ET	A
Lia Liviana	3	3	3	4	4	4	4	4	4	3	3	3	4	3	3.5	18	17	17.5
Luqman Falah	4	3	3.5	4	4	4	4	4	4	3	3	3	4	4	4	19	18	18.5
Marinda Wigustin	4	4	4	4	4	4	4	4	4	4	3	3.5	4	4	4	20	19	19.5
Mega Nastiti Putri	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	19	19	19
Michael Hindriyanto	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	19	19	19
M. Irfan Aminuddin	3	3	3	4	3	3.5	4	4	4	3	3	3	4	4	4	18	17	17.5

Neneng Sudaryati	4	4	4	4	3	3.5	4	4	4	3	3	3	4	4	4	19	18	18.5
Nesya Meistilia	3	3	3	4	3	3.5	3	4	3.5	3	3	3	4	4	4	17	17	17
Nur Ika Sarasati	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20	20	20
Rio Helmy Afrizal	3	3	3	4	4	4	4	3	3.5	3	3	3	4	4	4	18	17	17.5
Rita Sulistiana	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	20	20	20
Rury Widya P.	4	3	4	4	3	3.5	4	4	4	3	3	3	4	4	4	19	17	18
Santi Suci Rahayu	3	3	4	4	4	4	4	4	4	3	3	3	3	4	3.5	17	18	17.5
Sapta Galang W.	4	4	3	4	4	4	4	3	3.5	4	3	3.5	4	4	4	20	18	19
Septika Lestari P.	4	3	4	4	4	4	4	4	4	4	3	3.5	4	4	4	20	18	19
Shinta Dewi R.	4	3	3.5	4	4	4	4	3	3.5	3	3	3	4	4	4	19	17	18
Vita Okti Latifah	3	3	3	4	4	4	4	4	4	3	3	3	4	3	3.5	18	17	17.5
Widiyanto	4	4	4	4	4	4	4	4	4	4	3	3.5	4	4	4	20	19	19.5
Yeni	4	4	4	4	4	4	4	4	4	4	3	3.5	4	4	4	20	19	19.5
Yoga Kurniawan P	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	19	19	19
Yudihistira Tulas A.	4	3	3.5	4	4	4	4	3	3.5	3	3	3	4	3	3.5	19	16	17.5
Yulius Andrio U.	4	3	3.5	4	3	3.5	4	3	3.5	3	3	3	4	4	4	19	16	17.5
Suprihatin	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	19	19	19
Total	86	80	83	92	87	89.5	91	87	89	75	70	72.5	91	88	89.5	455	423	439
Mean Score	3.6			3.9			3.9			3.2			3.9			19.1		

Notes:

V : Vocabulary

G : Grammar

P : Pronunciation

A : Average

C : Comprehension

F : Fluency

ET : English Teacher

R : Researcher

5. PHOTOGRAPHS

POTOGRAPHS





6. ATTENDENCE LIST

Attendance List

Class : X AP 2 (Administrasi Perhotelan)

No	Name	Meeting					
		1 st	2 nd	3 rd	4 th	5 th	6 th
1	Lia Liviana	√	√	√	√	√	√
2	Luqman Falah	√	√	√	√	√	√
3	Marinda Wigustin	√	√	√	√	√	√
4	Mega Nastiti Putri	√	√	√	√	√	√
5	Michael Hindriyanto	√	√	√	√	√	√
6	Muhammad Irfan Aminuddin	√	√	√	√	√	√
7	Neneng Sudaryati	√	√	√	√	√	√
8	Nesya Meistilia	√	√	√	√	√	√
9	Nur Ika Sarasati	√	√	√	√	√	√
10	Rio Helmy Afrizal	√	√	√	√	√	√
11	Rita Sulistiana	√	√	√	√	√	√
12	Rury Widya Pangestika	√	√	√	√	√	√
13	Santi Suci Rahayu	√	√	√	√	√	√
14	Sapta Galang Wicaksana	√	√	√	√	√	√
15	Septika Lestari Putri	√	√	√	√	√	√
16	Shinta Dewi Rachmawati	√	√	√	√	√	√
17	Vita Okti Latifah	√	√	√	√	√	√
18	Widiyanto	√	√	√	√	√	√
19	Yeni	√	√	√	√	√	√
20	Yoga Kurniawan Praptono	√	√	√	√	√	√
21	Yudihistira Tulas Agustian	√	√	√	√	√	√
22	Yulius Andrio Umbara	√	√	√	√	√	√
23	Suprihatin	√	√	√	√	√	√

7. OBSERVATION SHEETS

The Summary of the observation Checklists

No	Observation Items	Observation Score			
		1	2	3	4
I	The Teaching and Learning Process				
A	Pre-teaching				
	1. The teacher greet the students				√
	2. The students respond to the greeting				√
	3. The teacher asks the students' condition			√	
	4. The students tell their condition to the teacher			√	
	5. The teacher calls the roll			√	
	6. The teacher outlines the materials			√	
	7. The teacher explains the goal of teaching and learning		√		
B	Teaching process				
	1. The teacher presents a sample dialogue		√		
	2. The students act out the dialogue.		√		
	3. The teacher helps the students' pronunciation.			√	
	4. The teacher explains and discusses the language features in the dialogue.		√		
	5. The students fill in incomplete dialogue.		√		
	6. The students work in pairs to practice the dialogue.				√
	7. The students make a new dialogue.		√		
	8. The students act out the dialogue.		√		
	9. The students identify the expressions used in the dialogue.			√	
	10. The teacher gives chances to the students for asking questions			√	
	11. The students ask questions			√	
	12. The students ask to their classmates		√		
	13. The teacher checks the students' understanding				√
	14. The teacher gives enough time to the students to arrange their seat/to move in group			√	
	15. The students cooperate well in groups			√	
	16. The students speak in English		√		
	17. The students use dictionary to help them		√		
	18. The students offer themselves to be the volunteer	√			
C	Post-teaching				
	1. The teacher summarize and reflects the lesson			√	
	2. The students reflect their learning		√		
	3. The teacher previews on the upcoming materials			√	
	4. The teacher gives rewards and motivate the students to participate more in the next meeting	√			
D	Class situation				
	1. Students' enthusiasm/motivation			√	

	2. Students' involment			√	
	3. Time alocation			√	
	4. The use of media	√			
	5. The teacher's instructions			√	

Description:

Please update the student's performance below. Use the letter codes :

E = Excellent, VG = Very Good, S = Satisfactory, LS = Less than Satisfactory

Yogyakarta, 11 October 2013

Researcher

Muhammad Imam M
NIM : 08202244019

8. PRE-TEST AND POST-TEST

1. Pre-Test

Based on the discussion with the English teacher, as the collaborator, the researcher decided to conduct the pre test on 22 September 2013. The pre-test was done through giving the students dialogues containing expressions of apologizing and the responses. The English teacher said that the students have learnt how to apologize so both the researcher and English teacher selected this function as the pre-test. The researcher gave the examples on how to read the dialogues. After that, she asked the students to work in pair to make a dialogue based on the situation cards given. They were given ten minutes to make the dialogue and practice it. Each pair performed the dialogues in front of the class. Both the researcher and the English teacher scored the students' performance. The situation cards can be seen below.

Occurrence 1

You backed your motorcycle into your neighbor's fence and broke the gate.

Occurrence 2

You turn in your homework a day late to your history teacher.

Occurrence 3

You were 20 minutes late to meet a friend for dinner

Occurrence 4

You accidentally stepped on the foot of the man's foot sitting beside you at a concert.

Occurrence 5

You dropped and broke your friend's hairdryer.

Occurrence 6

You're 15 minutes late picking up a friend because you got a phone call.

Occurrence 7

Your mother asked you to help her get sugar, coffee, milk and cheese in the supermarket, but you forgot to buy the milk.

Occurrence 8

You borrowed and then forgot to return a classmate's dictionary.

POST TEST

It was done on 22 October 2013. This post-test was based on the discussion with the English teacher. The students should work in pairs and make a conversation in front of the class and select the topic based on what they had learnt before about compliments.

PRE-TEST TRANSCRIPTS

Occurrence : You turn in your homework a day late to your history teacher.

1. S9 : Sorry mam, I late for collect my homework.
S32 : Why?
S9 : I go to my uncle house yesterday.
S32 : You should not late in collect your homework next time.
2. S11 : Mam, I late collect my homework. I'm so sorry.
S29 : Why you late?
S11 : I forget to do it last night.
S29 : Okay, but I will cut your scores.

Occurrence : You were 20 minutes late to meet a friend for dinner

3. S1 : Sorry for late to come to this dinner.
S5 : What make you late?
S1 : My motorcycle is trouble so I repair it first.
S5 : Don't worry.
4. S3 : Hey, you wait for long time. I really sorry because the bus come late.
S26 : It is around 20 minutes I wait for you.
S3 : I really apologize for my late.
S26 : Never mind. You should find other bus next time.

Occurrence : You dropped and broke your friend's hairdryer.

5. S12 : I want to apologize.
S21 : Why?
S12 : I break your hairdryer, sorry.
S21 : Oh, don't worry. I will repair.
S12 : Thank you.
6. S28 : Dita, sorry I break your hairdryer.
S13 : Oh my God, I want to dry my hair now.
S28 : I'm sorry.
S13 : It okay, I will use fan.

Occurrence : You're 15 minutes late picking up a friend because you got a phone call.

7. S27 : Sorry, I late to pick you.
S20 : Okay, what happen?
S27 : I got a phone call 10 minutes.
S20 : who call you?
S27 : My grandma.

8. S29 : Hey, You wait for long time, sorry.
S18 : It Okays, but what is going on?
S29 : My mom call me.
S18 : Alright, let's go.

Occurrence : You borrowed and then forgot to return a classmate's dictionary.

9. 17 : Dito, I forget return your dictionary.
S19 : Okay, bring it tomorrow.
S17 : Thanks Dito.
S19 : You are welcome.
10. S4 : Igo, I want to apologize.
S22 : For what?
S4 : I am not bring your dictionary today.
S22 : Oh, no problem

POST-TEST TRANSCRIPTS

Dialogue 1

Yoga : What a great Motorcycle you have, Lukman.
Lukman : Thank you, Yoga. I just finished modifying it.
Yoga : You mean this is the old motorcycle that you used to drive to school?
Lukman : Yes, it is.
Yoga : It looks a lot different. What did you do to it?
Lukman : Not much. I had it paint with a brighter colour and add some accessories.
Yoga : Great job!
Lukman : Thanks.

Dialogue 2

Mega : Hi Lia, you look so different today?
Lia : Really?
Mega : Yes, you look so beautiful today with your new style
Lia : Thanks for your compliment.

Dialogue 3

Shinta : Hi, Rita, How are you?
Rita : Fine. What about you?
Shinta : I'm feeling good today. I was just admiring your bag. It's really nice.
Rita : Oh, thank you.
Shinta : Could you tell me where you buy it? I have been looking for one like that.
Rita : It's from the Malioboro.
Shinta : Oh, thank you very much.

Dialogue 4

Rury : Hi, Nesya! How are you?
Nesya : Fine, and you?
Rury : I'm feeling good today. You look really beautiful today.
Nesya : Thank you. I just got this outfit the other day.
Rury : Really, where did you get it?
Nesya : I got it from Genie.
Rury : It's really nice.
Nesya : Thank you. You look nice with your watch, too.
Rury : Thank you. I just got these from Alba store.
Nesya : Really? What kind of watch are they?
Rury : These are called Casio Casual.
Nesya : I really like those. How much did they cost?
Rury : They were about ninety thousands rupiahs.
Nesya : I think I'm going to go buy myself.

Dialogue 5

Marinda : Rio. You look great today! I love your new hair style.
Rio : Thank you, Marinda. You look great, too.
Marinda : Thanks, Rio. By the way, how was your test? Have you got the result?
Rio : Yes, I've got it. You know what? I have passed for the final test.
Marinda : That's great. Congratulations! How's the score?
Rio : Thanks God. I got the highest score for the test.
Marinda : Wow, that's amazing. I know you are very smart, Rio. Well done!
Rio : Thanks for your compliment, Marinda. You are so kind.
Marinda : Never mind Rio. It's my pleasure.

9. PERMIT LETTERS



YAYASAN PENJABAR ILMU AMBARRUKMO

SMK PI AMBARRUKMO 1

• BIDANG KEAHLIAN : PARIWISATA • PROGRAM KEAHLIAN : AKOMODASI PERHOTELAN
Terakreditasi A

Kampus : Jl. Cendrawasih 125 Mancasan lor CC Depok 55283 ☎(0274) 4477515

SURAT KETERANGAN

No. ~~137~~ /I13.5/SMK PI.0274/U/2013

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Kejuruan (SMK) PI Ambarrukmo 1 Sleman, menerangkan bahwa :

Nama : Muhammad Imam M.
NIM : 08202244019
Prodi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Instansi : Universitas Negeri Yogyakarta

Kampus Karangmalang, Yogyakarta 55281

Telah melaksanakan penelitian di SMK PI Ambarrukmo 1 Sleman pada tanggal 11 September 2013 s.d. 31 Oktober 2013 untuk memperoleh data skripsi dengan judul :
“Using Audio & Video Media To Improve Speaking Skill Of Grade X Vocarional School Students Of SMK PI Ambarrukmo 1 Sleman In The Academic Year Of 2013/2014”.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Sleman, 4 November 2013

Kepala sekolah



Tutik Siti Suwarsih, S.Pd.
NIP. -



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax, (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 0683d/UN.34.12/DT/VII/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

23 Juli 2013

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

USING AUDIA - VIDEO MEDIA TO IMPROVE SPEAKING SKILL OF GRADE X VOCATIONAL STUDENTS OF SMK PI AMBARUKMO 1 SLEMAN IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

Nama : MUHAMMAD IMAM M.
NIM : 08202244019
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Agustus – September 2013
Lokasi Penelitian : SMK PI Ambarukmo 1 Sleman

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
1. Kepala SMK PI Ambarukmo 1 Sleman



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/6062/VI/7/2013

Membaca Surat : Kasubbag.Pendidikan FBS UNY
Tanggal : 23 Juli 2013
Nomor : 0683d/UN.34.12/DT/II/2013
Perihal : Permohonan Ijin Penelitian
Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : MUHAMMAD IMAM M. NIP/NIM : 08202244019
Alamat : KARANGMALANG YOGYAKARTA 55281
Judul : USING AUDIO - VIDEO MEDIA TO IMPROVE SPEAKING SKILL OF GRADE X VOCATIONAL STUDENTS OF SMK PI AMBARUKMO 1 SLEMAN IN THE ACADEMIC YEAR OF 2013/2014
Lokasi : SLEMAN Kota/Kab. SLEMAN
Waktu : 24 Juli 2013 s/d 24 Oktober 2013

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 24 Juli 2013

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Ub.

Kepala Biro Administrasi Pembangunan



Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman c/q BAPPEDA
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Kasubbag.Pendidikan FBS UNY
5. Yang bersangkutan

Hendar Susilowati, SH
NIP. 19580720 198503 2 003



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 2585 / 2013

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Daerah Daerah Istimewa Yogyakarta
Nomor : 070/6062/V/7/2013 Tanggal : 24 Juli 2013
Hal : Izin Penelitian

MENGIZINKAN :

Kepada :
Nama : MUHAMMAD IMAM M
No.Mhs/NIM/NIP/NIK : 08202244019
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Kampus Karangmalang Yogyakarta
Alamat Rumah : Jl. Mayor Kusanto 262 Klaten
No. Telp / HP : 081393903939
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
USING AUDIO-VIDEO MEDIA TO IMPROVE SPEAKING SKILL OF GRADE
X VOCATIONAL STUDENTS OF SMK PI AMBARUKMO 1 SLEMAN IN
THE ACADEMIC YEAR OF 2013/2014
Lokasi : SMK PI Ambarukmo 1 Sleman
Waktu : Selama 3 bulan mulai tanggal: 24 Juli 2013 s/d 24 Oktober 2013

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 24 Juli 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris
u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, M.M
Pembina, IV/a
NIP 19630112 198903 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Sleman
6. Ka. SMK PI Ambarukmo 1 Sleman
7. Kasubbag Pendidikan FBS UNY
8. Yang Bersangkutan

A. FORMULIR ISIAN PERMOHONAN IJIN STUDI PENDAHULUAN / PRA
SURVEY / PRA PENELITIAN

(B) SURAT PERNYATAAN BERSEDIA MENYERAHKAN HASIL PENELITIAN /
SURVEY / PKL

*) Lingkari yang dipilih A atau B

Nomor : 070/ 2585

Kami, yang bertanda tangan di bawah ini :

1. Nama : MUHAMMAD IMAN M
2. Alamat Rumah : JLN. MAYOR KUSMANTO 262
KLATEN
3. Nomor Telepon : 081393903939
4. No. Mahasiswa/NIP/NIM : 08202244019
5. Tingkat (D1/D2/D3/D4/S1/S2/S3) : UNY
6. Universitas/Akademi : UNY
7. Dosen Pembimbing : I. RA. RAHMID A, M.Pd. 2. ENA. W. M. A.
8. Lokasi Penelitian/Survey : 1 SMK PT Ambarukmo 1, Sleman
2
9. Judul Penelitian :
Using Audio and Video Media to Improve Speaking Skill
of Grade X Vocational Student of SMK PT Ambarukmo 1
Sleman In the Academic Year of 2013/2014

Berdasarkan pilihan saya pada formulir isian diatas (poin B), saya bersedia untuk menyerahkan hasil Penelitian / Survey / PKL berupa 1 (satu) CD format PDF selambatnya 1 (satu) bulan setelah selesai Penelitian / Survey / PKL dilaksanakan.



Sleman, 24 Juli 2013...

Yang menyatakan

MUHAMMAD IMAN M
(nama terang)